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ABSTRACT

To assess attainment of basic skills, the San Diego Board of Education mandates that all students in regular programs at grades 5, 7, 9 and 11 be tested by the Districtwide Testing Program. This evaluation report presents the academic achievement of Grade 11 (Fall 1984) students in comparison with (1) a national norm group and (2) previous years achievement results. To measure student achievement relative to achievement nationally in the basic skills areas of reading, spelling, language and mathematics, the Comprehensive Tests of Basic Skills were administered to 6,800 students at grade 11. The average grade 11 student scored at or above the national norm in nine of the ten basic skills subtests. The only subtest in which the district's average was below norm was Reading Comprehension (46th percentile). Spelling, language and mathematics subtest scores were well above the national average. Present data contrasted with previous years' results indicate that (1) reading achievement has declined substantially; (2) spelling scores have increased significantly; and (3) language and math scores have continued to increase. The recommendations of this report relate to additional analyses of test results--especially in the content area of reading. Appendices are extensive and include districtwide testing results, historical perspectives, concept cluster analyses, a graphic display of student progress, and a report to the Board of Education. (PN)

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San Diego City Schools

PLANNING, RESEARCH AND EVALUATION DIVISION

ED268170

DISTRICTWIDE TESTING RESULTS BY DISTRICT AND BY SCHOOL GRADE 11

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Fall 1984

No. 390

March 5, 1985

EVALUATION DEPARTMENT REPORT

TM 860 233

DISTRICTWIDE TESTING RESULTS
BY DISTRICT AND BY SCHOOL
GRADE 11

FALL 1984

March 5, 1985

San Diego City Schools
Planning, Research, and Evaluation Division
Evaluation Department
Testing Unit

Table of Contents

	Page
List of Tables	iii
List of Figures	iv
List of Appendices	iv
Executive Summary	v
I. ISSUE/CONCERNS	1
II. BACKGROUND	
Students and Grade Levels Tested	1
Utilizing Districtwide Test Results	2
Content Areas Measured and Testing Dates	3
Number and Percent of Pupils Tested	4
III. DISCUSSION/FINDINGS	
Grade 11 - Fall 1984 Results	5
Grade 11 - CTBS Data 1979 to 1984	8
IV. CONCLUSIONS	12
V. RECOMMENDATIONS	12

List of Tables

Tables	Page
1. Students Tested During Districtwide Testing Grade 11 Fall 1984	4
2. Percent of Students Tested Districtwide Testing Program Grade 11 1979 - 1984	4
3. Percentile Values for Median Scores of District CTBS Results 1979 Thru 1984 for Grade 11 Students	9

List of Figures

Figures	Page
1. Graphic Display of Percentile Ranks of Interquartile Ranges (Q1, Median, Q3) District, Grade 11 CTBS/U Level K, All Subtests Fall 1984.	7
2. Historical Display of CTBS Districtwide Testing Results Grade 11 Fall Testing 1979-1984 Median Percentile Rank.	10
3. Historical Display of CTBS Districtwide Testing Results Grade 11 Fall Testing by Subtest	11

List of Appendices

Appendices	Page
A. Median Percentiles by Subtest by School Interquartile Bar Graphs by School Histogram Displays by School.	13
B. Districtwide Testing Results Historical Perspectives Percent of Students Tested by School Results by Quartile 1979 to 1984 Results by Students Tested / Not Tested in 1983	57
C. Concept Cluster Analyses CTBS, Form U, Level K Grade 11 Fall 1984 1983 and 1984 Graph	65
D. Graphic Display of Student Progress Court Identified Minority Isolated Schools Fall 1984 Grade 11	83
E. Report to the Board of Education June 1, 1982 An Analysis of the Publisher's Equating Study of CTBS, Forms S and U.	87

SAN DIEGO CITY SCHOOLS
Planning, Research and Evaluation Division
Testing Unit

DISTRICTWIDE TESTING RESULTS BY DISTRICT AND BY SCHOOL FOR GRADE 11 FALL 1984

March 5, 1985

EXECUTIVE SUMMARY

ISSUE/CONCERN

This report is directed to the Districtwide Testing Program at the senior high level. More specifically, the report responds to two primary questions. They are:

- How are San Diego Grade 11 students achieving relative to the national norm group?
- How does Grade 11 achievement for Fall 1984 compare to previous years?

BACKGROUND

To measure student achievement relative to achievement nationally in the basic skills areas of reading, spelling, language, and mathematics, the Comprehensive Tests of Basic Skills Level K, Form U were administered to approximately 6,800 students at Grade 11. This is the second year that the CTBS, Form U has been administered to senior high school students. The Grade 11 pupils had taken CTBS, Form S the previous four years.

FINDINGS

San Diego's average Grade 11 pupil scored at or above the national norm in nine of the ten basic skills subtests. The only subtest in which the District's average was below norm was Reading Comprehension (46th percentile). Spelling, language and mathematics subtest scores were well above the national average.

Although it is difficult to contrast the Form U data with the previous years' results due to the change in tests, some conclusions still can be drawn. First, reading achievement has declined substantially--even dealing with equated data. The trend of Reading scores across the last several years generally has been downward. The Total Reading median percentile scores for 1983 and 1984 are the same--perhaps indicating a "bottoming-out." Compared to previous years, the 1983 and 1984 scores for Spelling have increased significantly. Language and Mathematics scores for Fall 1984 (percentile values in the high 50's and low 60's) have continued to increase when compared to previous years.

RECOMMENDATIONS

The recommendations of this report relate to additional analyses of test results--especially in the content area of reading.

SAN DIEGO CITY SCHOOLS

DISTRICTWIDE TESTING RESULTS BY DISTRICT AND BY SCHOOL GRADE 11 FALL 1984

ISSUE/CONCERN

To assess the attainment of basic skills, the San Diego Board of Education mandates that all students in the regular instructional program at Grades 5, 7, 9 and 11 be tested by the Districtwide Testing Program. Achievement in many other curriculum content areas indicative of the quality of education in schools is not measured by these "basic skills" tests.

This report responds to two primary questions. They are:

- How are San Diego Grade 11 students achieving relative to the national norm group?
- How does Grade 11 achievement for Fall 1984 compare to previous years?

BACKGROUND

Students and Grade Levels Tested

Senior high school Grade 11 pupils are tested each Fall as a part of the Districtwide Testing Program. A summary report of Grade 11 results is provided annually in early Spring. Elementary school and junior high school pupils in the regular instructional program in Grades 5, 7 and 9 are tested in the Spring. The summary report of elementary and junior high Spring 1984 results was presented to the Board on August 1, 1984 (Report 380).

Tests mandated by the State Department of Education, California Assessment Program (CAP), are also administered annually. The results of those tests may be found in Report 385 which was presented to the Board on November 27, 1984.

Other norm-referenced testing occurs in schools in the San Diego Unified District as a part of the evaluation of externally-funded projects (e.g., ESEA Chapter 1), and a summary of such results may be found in other documents.* In addition, individual school sites may choose to administer selected norm-referenced achievement tests to assist teachers in their assessment of student academic progress.

This report covers only districtwide testing for Grade 11.

*Consolidated Application: Final Evaluation Reports, 1983-84

Utilizing Districtwide Test Results

The test results obtained from the Districtwide Testing Program are intended to be utilized by a variety of audiences and for various purposes. The primary audiences and purposes are to:

1. Provide the Superintendent and the Board of Education a general assessment of the level of standardized test achievement in the basic skills.

2. Provide principals an assessment of their schools' achievement in the basic skills -- revealing relative strengths and weaknesses for further study and analysis.

3. Provide teachers an assessment of individual pupil's achievement in the basic skills areas -- to aid in the improvement of instruction through further diagnosis and/or counseling with pupils and parents relative to classroom achievement, attitudes, work habits, etc.

4. Provide counselors achievement test results -- to use in conjunction with classroom achievement, teacher recommendations, and other information for placement in advanced or remedial classes; and as additional information in guidance and counseling with pupils relative to programming needs and educational planning.

5. Provide the Education Services Division personnel appropriate information and Concept Cluster Analyses -- to aid in strengthening relatively weaker areas in the basic skills areas districtwide; and to aid resource personnel in working with teachers and schools within the district.

6. Provide required testing information to the State Department of Education --to aid in the evaluation of externally-funded state and federal programs.

7. Provide achievement test results to students and their parents -- to permit and encourage an awareness of students' academic progress.

In addition to the above utilization of Districtwide Testing Program data, the California Assessment Program (CAP), the current state assessment program, directs its focus to broad program evaluation (rather than the assessment of individual pupil performance). The state assessment program is designed to identify basic skills strengths and weaknesses by examining group data rather than individual performance.

The test data provided by these two testing programs, Districtwide Testing Program and CAP, complement each other, thereby providing a thorough assessment of elementary and secondary schools programs and student achievement with a minimal erosion of instructional time.

Content Areas Measured and Testing Dates

During the past school year, State and nationally standardized tests were administered to approximately 70,000 San Diego students in Grades 3, 5, 6, 7, 8, 9, 11 and 12 to obtain data for two testing programs. The programs are the California Assessment Program (CAP) and the Districtwide Testing Program. The content areas covered and the approximate testing dates for the District Testing Program are given below. Report 385 provides the corresponding information for CAP.

Districtwide Testing Program

Comprehensive Tests of Basic Skills, Level G, Form U, administered to Grade 5 students in April, covering curriculum areas of Reading, Spelling, Language, and Mathematics. (Results in Report 380.)

Comprehensive Tests of Basic Skills, Level H, Form U, administered to Grade 7 students in April, covering curriculum areas of Reading, Spelling, Language, and Mathematics. (Results in Report 380)

Comprehensive Tests of Basic Skills, Level J, Form U, administered to Grade 9 students in April, covering curriculum areas of Reading, Spelling, Language, and Mathematics. (Results in Report 380)

Comprehensive Tests of Basic Skills, Level K, Form U, administered to Grade 11 students in November, covering curriculum areas of Reading, Spelling, Language, and Mathematics.

The **Comprehensive Tests of Basic Skills, Form U** was administered at Grade 11 in the Districtwide Testing Program during the Fall of 1983 for the first time. As was reported to the Board of Education in public session on June 1, 1982, the Form U norms are described by the test publisher as being "harder" than Form S norms.* The point was made that the comparability of normed data from one test to the next is essential when analyzing historical achievement levels.

Level K of the new CTBS, Form U test became available in the spring of 1983. The content coverage, the item difficulty levels and the norms of the Form U subtests are different from the CTBS, Form S which had been administered since 1975. Words of caution will accompany any historical analyses in this report because of the change of tests.

Whenever a large test publisher produces a new test, they will generally conduct an "equating study" to determine the equivalence of the two tests. Typically,, some students in the norming sample of the new test are asked to also take portions (subtests) of the previous-version test. By doing this, the publisher is able to provide conversion tables which permit users of the tests to describe test results with a comparable set of statistics. Form U to Form S equating tables are provided in Appendix E.

*A copy of the comments made to the Board at that time may be found in Appendix E of this report.

Number and Percent of Pupils Tested

The number of pupils enrolled, the number tested, the percent of students tested, and the number of pupils exempted (non-English speaking or not participating in the regular school program) are provided in Table 1.

Table 2 contains data which illustrate the percent of students tested at Grade 11 by the Districtwide Testing Program from Fall 1979 to Fall 1984. Note that the percent of Grade 11 pupils tested has increased by slightly more than four percent since the Fall of 1979. The corresponding information by school may be found in Appendix B.

TABLE 1

STUDENTS TESTED DURING DISTRICTWIDE TESTING
GRADE 11 FALL 1984

Grade Level	Number of Pupils Enrolled	Number Tested	Percent Tested	Number Exempted or Absent
11	7551	6805	90.1	746

TABLE 2

PERCENT OF STUDENTS TESTED
DISTRICTWIDE TESTING PROGRAM
GRADE 11 1979 - 1984

Grade	Year Tested	% Tested	Change
11	1979	85.5	
	1980	88.9	+3.4
	1981	88.7	- .2
	1982	90.3	+1.6
	1983	88.6	-1.7
	1984	90.1	+1.5

DISCUSSION

In the next two sections of this report, data are presented to respond to the following two questions:

- How are San Diego Grade 11 students achieving relative to the national norm group?
- How does Grade 11 achievement for Fall 1984 compare to previous years?

The historical analyses for the second question (comparing achievement from 1979 to 1984) include test results for both Form S and U of the **Comprehensive Tests of Basic Skills**. As mentioned earlier, the comparability of results for the new Form U tests to the previous Form S tests needs to be considered when examining results.

Grade 11--Fall 1984 Results

For the **Comprehensive Tests of Basic Skills** data reported in this section, three points of comparison of San Diego achievement with pupil achievement national are displayed.

The grid structure for Figure 1 represents achievement by the national standardization group. Percentile rank scores are shown at the top of of this figure. The percentile rank "50" represents the norm group's average achievement. The raw score achieved by the average, or the middle pupil when scores are ranked from high to low, is assigned a percentile rank of "50." One-half of the pupils in the standardization group achieved raw scores above this point, and one-half achieved raw scores below this point.

In addition to the 50th percentile, or median score, two other key percentiles are indicated by the vertical-dashed lines--the 25th and 75th percentiles. The 25th percentile is the score below which 25 percent of the norm group's pupils scored, while the 75th percentile is the point below which 75 percent of the pupils scored.

In Figure 1, superimposed on the national grid, are horizontal bars (with numerical values at each end and in the middle) which represent San Diego City Schools' achievement relative to national achievement. The numerical value to the right end of each bar represents the Q3 point (or 75th percentile) of the San Diego distribution of scores. Similarly, the Q1 (25th percentile) and median (50th percentile) values for the San Diego distribution are displayed on the left and middle, respectively, of each bar.

If San Diego achievement were the same as that nationally, the right end of the bar would be on the right dashed line (75th percentile) of the grid, the middle value in the bar would coincide with the grid's 50th percentile dashed line, and the left of the bar would be on the 25th percentile national dashed line. Higher San Diego achievement would place the bar to the right of the respective lines of the grid; lower San Diego achievement would place the bar to the left of the respective lines of the grid.

Figure 1 contains a graphic summary of Grade 11 CTBS results for Fall 1984. A few noteworthy observations regarding the Grade 11 data provided in the figure are:

- The median values for nine of the ten subtests areas met or exceeded the national norm (50th percentile). Likewise, all subtests but one had Q3 values which met or exceeded their respective standards (75 percentile). For Q1 values, eight of the ten subtests were above the publisher's 25th percentile.

- The subtests with the highest median percentiles were Spelling (63), Language Mechanics (62), Math Concepts and Applications (62), and Math Computation (64). (This means that the student in the middle of the District's distribution for Spelling scored higher than 63 percent of the students in the publisher's norm group).

- The Reading Comprehension subtest had the lowest quartile scores (21, 46, 72). Each of these values is below its corresponding national standard.

- The quartile scores for the Math Computation subtest were the most impressive (Q1 = 47th percentile, Median = 64th percentile, and Q3 = 86th percentile).

- Data in the column to the right of the graphics indicate that half of the District's Grade 11 students scored at or above the national average (i.e., above the publisher's 50th percentile value) for all but one subtest. The Reading Comprehension subtest's 49.4 percent at or above norm was the exception. The percents of the students scoring at or above the publisher's 50th percentile were 57.1, 62.4 and 69.9 for Total Reading, Total Language, and Total Mathematics, respectively. The Math Computation subtest had 73.8 percent of the students at or above the national norm.

Median percentile values for each subtest are provided for each senior high school in Appendix A. Appendix A also contains detailed data for each school, including quartile values and histogram displays. An explanation of the kinds of data contained in the interquartile bar graphs and histogram displays may be found at the end of Appendix A.

One advantage of the histogram displays which are provided in Appendix A is that the reader is able to see that there is a wide range of student achievement in each school. That is, for any school, there are achievement scores which range from very low to very high. When summary statistics are provided for student achievement at a specific school site, sometimes readers of reports such as this characterize each student in a school as scoring "high" or "low" -- like the "school's average." The histograms in the appendices of this report illustrate the error of such a conclusion.

FIGURE 1

GRAPHIC DISPLAY OF PERCENTILE RANKS OF INTERQUARTILE RANGES (Q1,MEDIAN,Q3)

DISTRICT, GRADE 11

CTBS/U LEVEL K, ALL SUBTESTS FALL 1984

SUBTESTS	PERCENTILE RANKS BASED ON NATIONAL NORMS 1---10---20---30---40---50---60---70---80---90---	PERCENTAGE OF STUDENTS SCORING AT OR ABOVE 50 PERCENTILE
READ VOCABULARY	(30)**********(52)**********(75)	53.4
READ COMPREHENSION	(21)**********(44)**********(72)	49.4
TOTAL READING	(23)**********(50)**********(76)	51.1
SPELLING	(34)**********(63)**********(85)	65.7
LANGUAGE MECHANICS	(38)**********(62)********(78)	62.4
LANG. EXPRESSION	(31)**********(57)**********(80)	55.6
TOTAL LANGUAGE	(34)**********(61)**********(81)	62.4
MATH COMPUTATION	(47)**********(64)**********(86)	73.8
MATH CONCEPTS/APPL	(43)**********(62)**********(81)	64.4
TOTAL MATHEMATICS	(43)**********(66)**********(84)	69.9

FOR EACH BAR THE NUMBER ON THE LEFT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 25% OF THE DISTRICT'S STUDENTS SCORED (Q1), THE MIDDLE NUMBER IS THE NATIONAL PERCENTILE RANK BELOW WHICH 50% OF THE DISTRICT'S STUDENTS SCORED (Q2 OR MEDIAN), AND THE NUMBER ON THE RIGHT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 75% OF THE DISTRICT'S STUDENTS SCORED (Q3). FOR THE NATIONAL NORM GROUP, THESE POINTS ARE 25, 50, AND 75.

Grade 11 CTBS Data--1979 to 1984

Table 3 provides a historical perspective of median percentile scores over the six year period in which the CTBS has been administered to Grade 11 students. Caution should be taken when reviewing these data due to changes in the test forms. This Fall was only the second year that the new Form U of CTBS was administered districtwide. From 1979 to 1982, Form S was used (see shaded area of Table 3).

The data provided in Table 3 for Total Reading, Total Language and Total Math are illustrated in Figure 2, and the subtests are displayed in Figure 3. Form S data are shaded in these two figures.

The Ⓤ values in the figures represent the CTBS, Form U percentile values. In Figure 2, the "equated-to-Form S values" are also plotted (see solid dots). The publisher of the CTBS has provided tables which enable the user to equate the achievement on CTBS, Form U with the norms for CTBS, Form S for Total Reading, Total Language and Total Mathematics. Equated values for the subtests are not available, so caution should be exercised when reviewing the subtest data in Figure 3.

A review of Table 3 and Figures 2 and 3 provides some insights of the basic skills achievement levels of senior high Grade 11 students over the last six years. A few noteworthy historical points follow.

- For the last six years' data, San Diego median percentile scores have met or exceeded the 50th percentile for all subtests, except for Reading Comprehension (1983 and 1984, using Form U norms).

- Comparing Fall 1984 median scores with 1983 data, all subtests' median percentiles are the same or higher. The Language Mechanics subtest gained four percentile points (from 58 to 62).

- Dealing with Form S-equated values for 1983 and 1984 (illustrated in Figure 2 with solid dots), Total Reading median percentile scores for the last two years are lower than the previous four years, while Total Language and Total Mathematics values are higher.

- The most pronounced changes in subtest scores over the last six years (illustrated in Figure 3) are Reading Vocabulary, Reading Comprehension and Spelling. (The reader is again cautioned about the change of test to Form U and the fact that the Form U version cannot be "equated" to Form S for subtest information.*)

- Reviewing the trend of scores since 1979 (see Figure 2), Total Reading's "line of best fit" exhibits a downward slope. Since 1979, the data for both Total Language and Total Mathematics--both which had been declining--have stabilized and have shown an upward movement for 1983 and 1984.

*For the reader wanting more information about CTB/McGraw-Hill's equating study, please see Appendix E.

TABLE 3

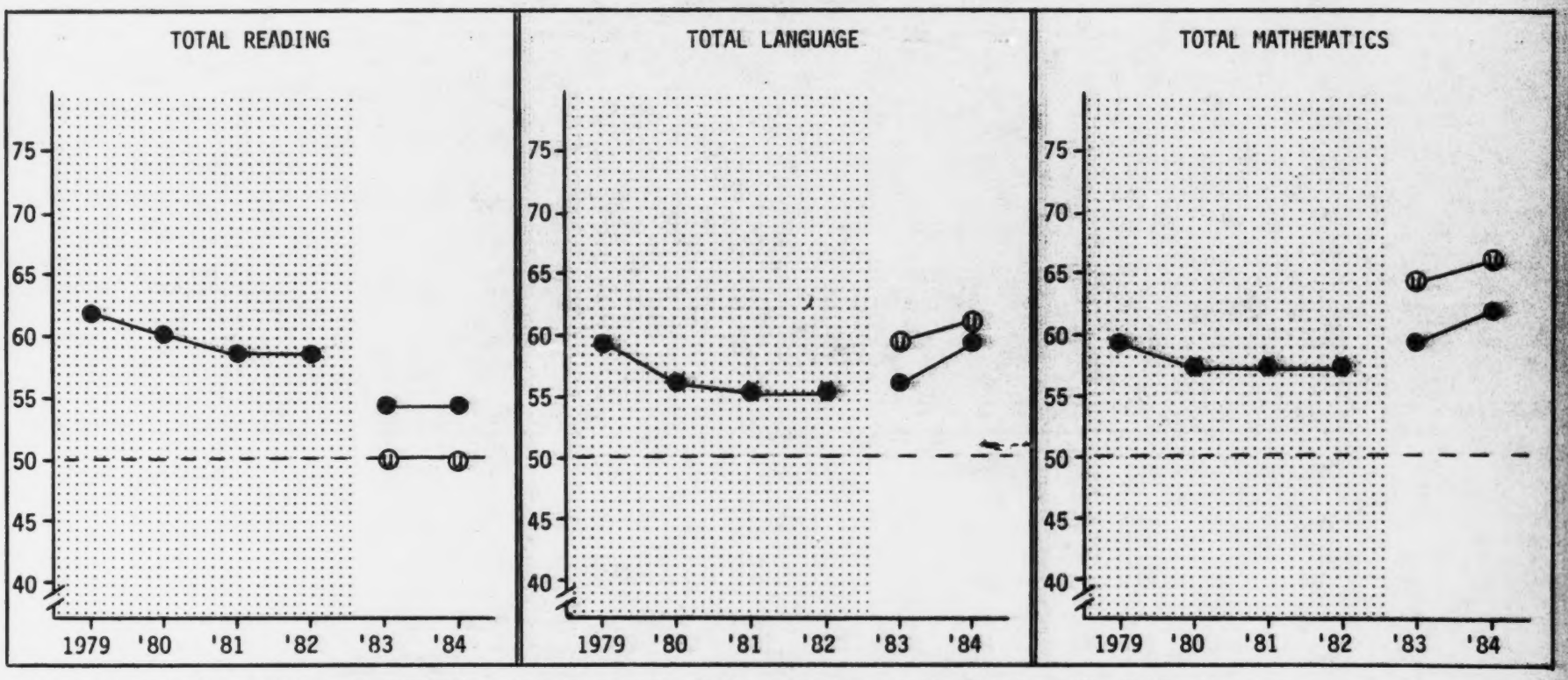
PERCENTILE VALUES FOR MEDIAN SCORES OF
DISTRICT CTBS RESULTS 1979 THRU 1984
FOR GRADE 11 STUDENTS

SUBTEST	1979	1980	1981	1982	1983	1984
Vocabulary	63	60	58	60	50	52
Reading Comprehension	61	57	56	55	46	46
TOTAL READING	62	60	58	58	50	50
SPELLING	53	51	51	51	63	63
Language Mechanics	61	58	59	61	58	62
Language Expression	63	59	58	59	57	57
TOTAL LANGUAGE	59	56	55	55	59	61
Math Computation	63	61	62	62	62	64
Math Concepts	61	58	57	58	60	62
Math Application	60	56	54	54		
TOTAL MATH	59	57	57	57	64	64
	← FORM S DATA →				← FORM U →	

PLEASE NOTE: The historical test data above should be read with a caution regarding comparability. Data in the shaded areas are from a different test (CTBS, Form S), and hence are not totally comparable to the years' data which follow them (CTBS, Form U).

FIGURE 2

HISTORICAL DISPLAY OF CTBS DISTRICTWIDE TESTING RESULTS
GRADE 11 FALL TESTING 1979-1984
MEDIAN PERCENTILE RANK



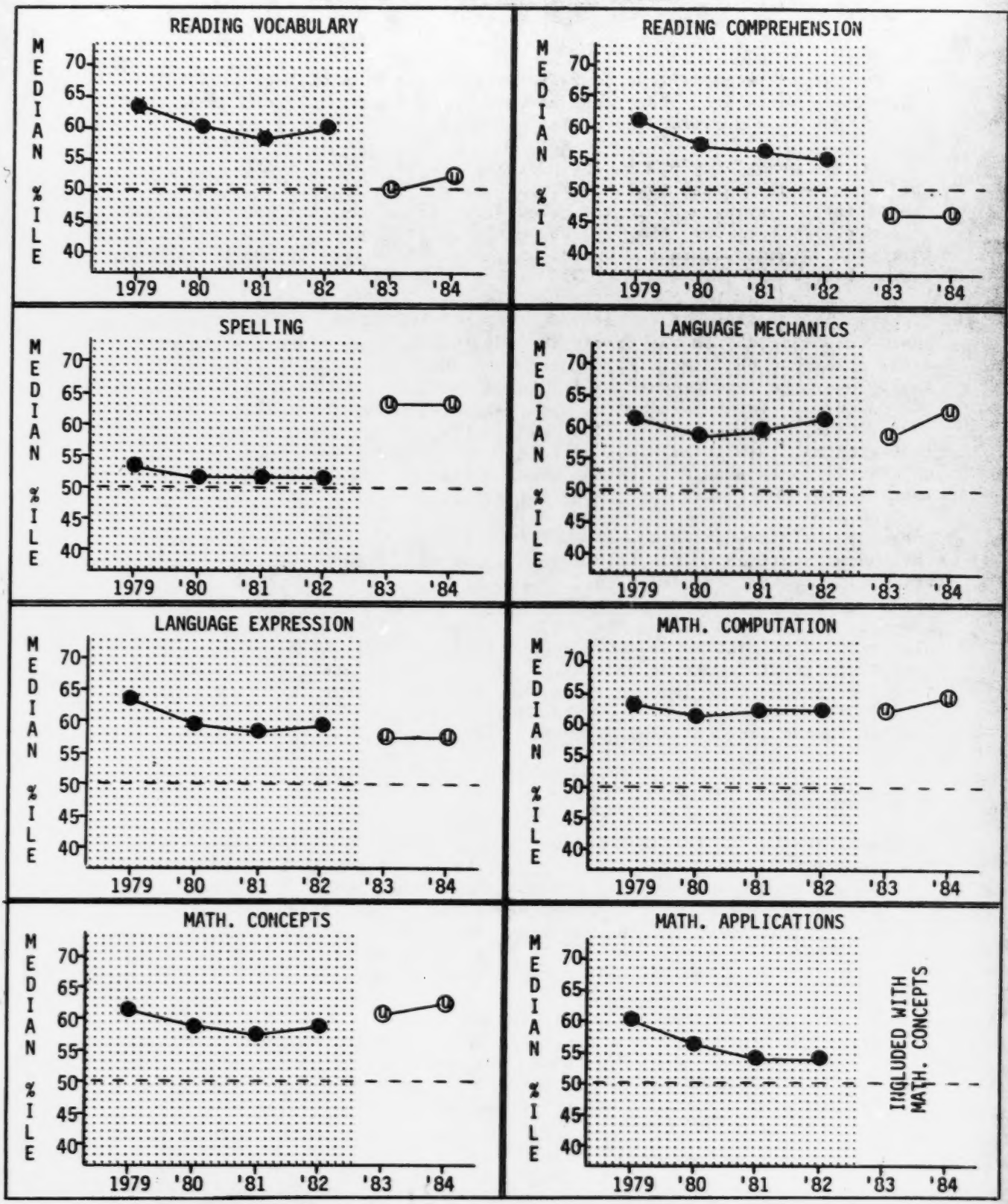
A graphic display of the corresponding data for each of the subtests may be found on the following page.

Fall 1983 and 1984 test results are for Form U of the CTBS. All previous data (1979 through 1982) are for CTBS, Form S.

The dark dots in the 1983 and 1984 columns represent the CTBS, Form U data equated to CTBS, Form S.

FIGURE 3

HISTORICAL DISPLAY OF CTBS DISTRICTWIDE TESTING RESULTS
GRADE 11 FALL TESTING BY SUBTEST



NOTE: 1979-1982 CTBS, FORM S
1983-1984 CTBS, FORM U

11

CONCLUSIONS

The average achievement levels of San Diego Grade 11 pupils for 1984 CTBS testing are quite good--both when compared to the national norm group and when compared to previous years' test results.

The average Grade 11 pupil in the District scored at or above the national norm in nine of the ten basic skills subtests. The only subtest in which the District's average score was below norm was Reading Comprehension (46th percentile). Spelling, Language and Mathematics subtests scores were well above the national average with median percentile scores of 63, 61, and 66, respectively.

Although it is difficult to contrast 1983 and 1984 CTBS data with previous years' results (due to the change in test forms), some historical conclusions still can be drawn. First, reading achievement has declined substantially over the last 6+ years. The trend line prior to this year's results was downward. Total Reading's median percentile (50) for Fall 1984 is the same as Fall 1983--perhaps a "bottoming-out", and hopefully an upward trend is beginning. Senior high school reading achievement as measured by the California Assessment Program has shown a similar downward trend over the last several years (see Report 385 for results).

Language and Mathematics scores--which were already well above average (median percentiles in the high 50's and low 60's)--had results for Fall 1984 which illustrate continued upward movement.

Compared to previous years, the 1983 and 1984 scores for Spelling are much higher (51st percentile vs. 63rd percentile). As expressed in last year's report, it is difficult to conclude if the increased Spelling scores are the result of new instructional efforts; the content coverage of the new Form U of the CTBS being more closely aligned with the District Spelling curriculum; or if the national norm group has declined relative to San Diego's achievement.

RECOMMENDATIONS

1. Achievement in "reading" as measured by CTBS and CAP needs additional review and attention. A review by Educational Services staff members of CTBS Cluster Analysis information and the CAP Grade 12 "diagnostic displays" should reveal concept areas needing additional attention--both districtwide and in individual schools. These findings should be systematically disseminated to site administrators and teachers with suggestions of how to improve reading achievement.

2. An additional analysis of 1984 CTBS Grade 11 data should occur regarding the achievement of limited-English (LEP) speaking students. A review by Evaluation Department staff members of LEP student's CTBS test scores should provide additional insights--especially regarding reading achievement. A report of such findings should be made to the Superintendent's Cabinet by mid-April.

APPENDIX A

DISTRICTWIDE TESTING RESULTS
COMPREHENSIVE TESTS OF BASIC SKILLS

GRADE 11 1984

Median Percentiles by Subtest by School
Interquartile Bar Graphs by School
Histogram Displays by School

DISTRICTWIDE TESTING RESULTS
COMPREHENSIVE TESTS OF BASIC SKILLS, FORM U, LEVEL K
GRADE 11 - NOVEMBER 1984
PERCENTILE RANK OF MEDIAN PUPIL BASED ON NATIONAL NORMS

SCHOOL NAME	READING VOCAB.	READING COMPR.	TOTAL READING	SPELLING	LANG. MECH.	LANG. EXPR.	TOTAL LANGUAGE	MATH COMPUT.	MATH CONC./APPL.	TOTAL MATH
DISTRICT	52	46	50	63	62	57	61	64	62	66
CLAIREMONT	50	42	46	58	58	53	56	57	47	55
CRAWFORD	47	42	48	63	62	57	64	64	62	66
GOMPERS	73	70	72	85	80	75	80	93	86	90
HENRY	55	57	57	63	62	60	64	67	67	68
HOOVER	38	30	34	58	49	40	47	62	53	59
KEARNY	34	25	27	58	49	45	50	64	60	66
LA JOLLA	71	67	73	74	70	73	73	74	75	76
LINCOLN	25	15	16	42	44	19	31	53	43	44
MADISON	55	50	53	69	58	57	61	64	60	65
MIRA MESA	58	54	57	69	67	60	65	64	62	66
MISSION BAY	60	54	59	63	62	60	65	64	62	66
MORSE	41	34	37	63	58	45	56	64	60	64
MUIR ALTERNATIVE	40	34	34	19	44	45	38	44	43	40
O'FARRELL S.C.P.A.	60	50	54	60	58	64	60	64	53	64
POINT LOMA	55	50	54	63	62	64	65	62	62	66
SAN DIEGO	38	30	33	50	52	40	47	60	47	55
SERRA	50	54	50	63	67	60	69	71	65	72
UNIVERSITY CITY	65	67	68	74	67	70	73	77	74	80

GRAPHIC DISPLAY OF PERCENTILE RANKS OF INTERQUARTILE RANGES (Q1,MEDIAN,Q3)

CLAIREMONT, GRADE 11

CTBS/U LEVEL K, ALL SUBTESTS FALL 1984

SUBTESTS	PERCENTILE RANKS BASED ON NATIONAL NORMS 10 20 30 40 50 60 70 80 90	PERCENTAGE OF STUDENTS SCORING AT OR ABOVE 50 PERCENTILE
READ VOCABULARY	(25)**********(50)**********(75)	51.7
READ COMPREHENSION	(6)**********(43)**********(72)	44
TOTAL READING	(17)**********(44)**********(77)	47.3
SPELLING	(34)**********(58)**********(78)	58.4
LANGUAGE MECHANICS	(38)**********(58)**********(74)	56.8
LANG. EXPRESSION	(19)**********(53)**********(75)	51.6
TOTAL LANGUAGE	(27)**********(56)**********(76)	56.8
MATH COMPUTATION	(38)**********(57)**********(71)	60.8
MATH CONCEPTS/APPL	(24)**********(47)**********(74)	48.6
TOTAL MATHEMATICS	(15)**********(55)**********(76)	57.4

FOR EACH BAR THE NUMBER ON THE LEFT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 25% OF THE DISTRICT'S STUDENTS SCORED (Q1). THE MIDDLE NUMBER IS THE NATIONAL PERCENTILE RANK BELOW WHICH 50% OF THE DISTRICT'S STUDENTS SCORED (Q2 OR MEDIAN), AND THE NUMBER ON THE RIGHT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 75% OF THE DISTRICT'S STUDENTS SCORED (Q3). FOR THE NATIONAL NORM GROUP, THESE POINTS ARE 25, 50, AND 75.

CLAIREMONT

DISPLAY OF CTBS TEST RESULTS

DISTRICTWIDE TESTING

CTBS, Form U, Level K **GRADE 11 - FALL 1984**

TOTAL READING

TOTAL LANGUAGE

TOTAL MATH

BEST COPY AVAILABLE

BEST COPY AVAILABLE

GRAPHIC DISPLAY OF PERCENTILE RANKS OF INTERQUARTILE RANGES (Q1,MEDIAN,Q3)

CRAWFORD, GRADE 11

CTBS/U LEVEL K, ALL SUBTESTS FALL 1984

SUBTESTS	PERCENTILE RANKS BASED ON NATIONAL NORMS	PERCENTAGE OF STUDENTS SCORING AT OR ABOVE 50 PERCENTILE
	10 20 30 40 50 60 70 80 90	
READ VOCABULARY	(38)**********(47)**********(73)	48.1
READ COMPREHENSION	(21)**********(42)**********(72)	47
TOTAL READING	(32)**********(48)**********(70)	47.9
SPELLING	(42)**********(63)**********(85)	69.7
LANGUAGE MECHANICS	(44)**********(63)**********(81)	65.6
LANG. EXPRESSION	(35)**********(57)**********(88)	54.7
TOTAL LANGUAGE	(41)**********(66)**********(81)	67.4
MATH COMPUTATION	(53)**********(66)**********(86)	76.9
MATH CONCEPTS/APPL	(43)**********(62)**********(79)	66.9
TOTAL MATHEMATICS	(43)**********(66)**********(84)	70.6

FOR EACH BAR THE NUMBER ON THE LEFT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 25% OF THE DISTRICT'S STUDENTS SCORED (Q1), THE MIDDLE NUMBER IS THE NATIONAL PERCENTILE RANK BELOW WHICH 50% OF THE DISTRICT'S STUDENTS SCORED (Q2 OR MEDIAN), AND THE NUMBER ON THE RIGHT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 75% OF THE DISTRICT'S STUDENTS SCORED (Q3). FOR THE NATIONAL NORM GROUP, THESE POINTS ARE 25, 50, AND 75.

CRAWFORD

DISPLAY OF CTBS TEST RESULTS

DISTRICTWIDE TESTING

CTBS, Form U, Level K **GRADE 11 - FALL 1984**

TOTAL READING

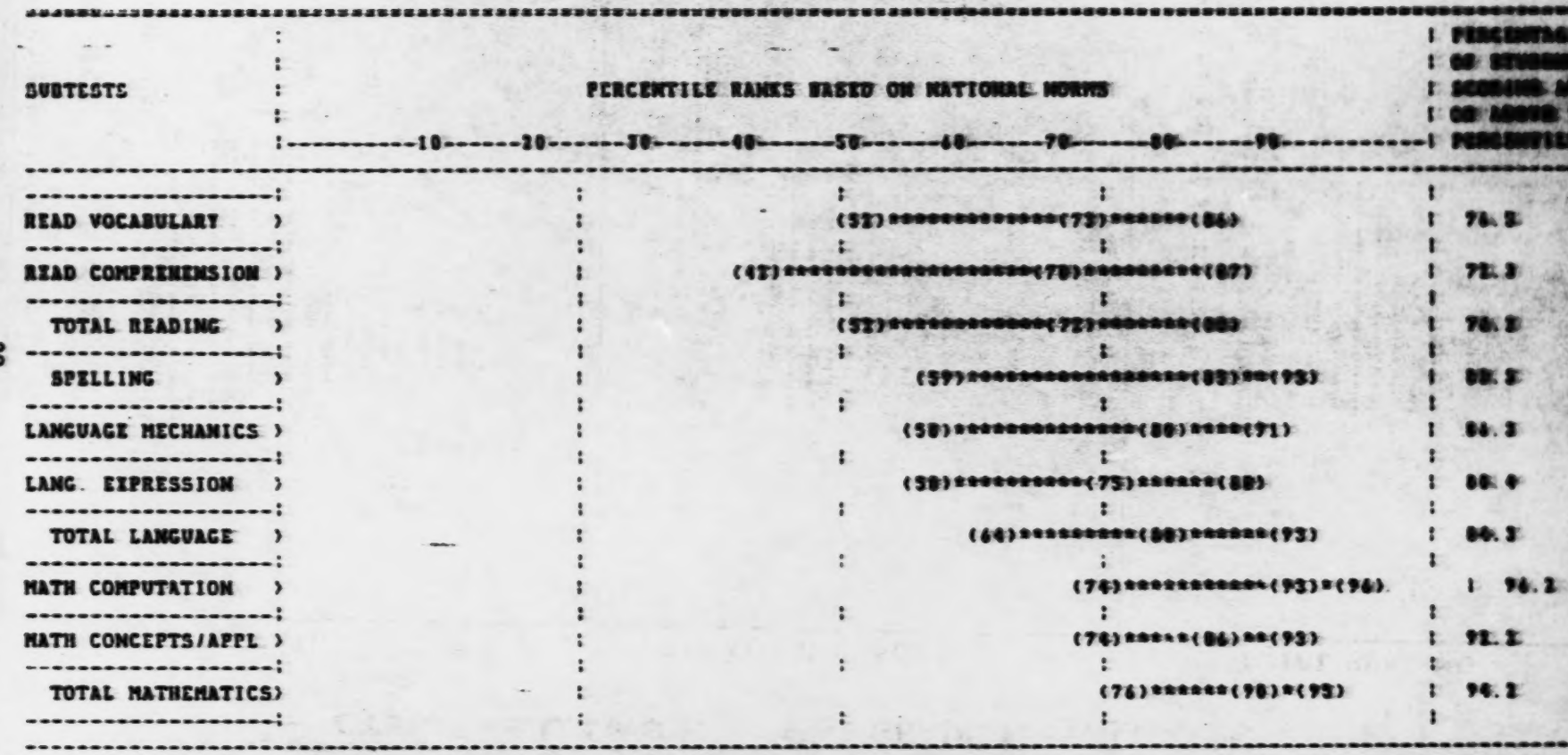
TOTAL LANGUAGE

TOTAL MATH

GRAPHIC DISPLAY OF PERCENTILE RANKS OF INTERQUARTILE RANGES (Q1,MEDIAN,Q3)

COMPERS, GRADE 11

CTBS/U LEVEL K, ALL SUBTESTS FALL 1984



FOR EACH BAR THE NUMBER ON THE LEFT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 25% OF THE DISTRICT'S STUDENTS SCORED (Q1). THE MIDDLE NUMBER IS THE NATIONAL PERCENTILE RANK BELOW WHICH 50% OF THE DISTRICT'S STUDENTS SCORED (Q2 OR MEDIAN), AND THE NUMBER ON THE RIGHT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 75% OF THE DISTRICT'S STUDENTS SCORED (Q3). FOR THE NATIONAL NORM GROUP, THESE POINTS ARE 25, 50, AND 75.

GOMPERS

DISPLAY OF CTBS TEST RESULTS

DISTRICTWIDE TESTING

CTBS, Form U, Level K **GRADE 11 - FALL 1984**

TOTAL READING

TOTAL LANGUAGE

TOTAL MATH

21

GRAPHIC DISPLAY OF PERCENTILE RANKS OF INTERQUARTILE RANGES (Q1,MEDIAN,Q3)

HENRY, GRADE 11

CTBS/U LEVEL K, ALL SUBTESTS FALL 1984

SUBTESTS	PERCENTILE RANKS BASED ON NATIONAL NORMS	PERCENTAGE OF STUDENTS SCORING AT OR ABOVE 50 PERCENTILE
	10 20 30 40 50 60 70 80 90	
READ VOCABULARY	(30)**********(55)**********(80)	56.2
READ COMPREHENSION	(30)**********(57)**********(79)	56.9
TOTAL READING	(27)**********(57)**********(80)	57
SPELLING	(34)**********(63)**********(85)	65.5
LANGUAGE MECHANICS	(38)**********(61)**********(81)	63.5
LANG. EXPRESSION	(31)**********(60)**********(80)	59.8
TOTAL LANGUAGE	(31)**********(66)**********(82)	63.9
MATH COMPUTATION	(53)**********(67)**********(89)	77.2
MATH CONCEPTS/APPL	(43)**********(67)**********(84)	68.6
TOTAL MATHEMATICS	(46)**********(68)**********(86)	74

FOR EACH BAR THE NUMBER ON THE LEFT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 25% OF THE DISTRICT'S STUDENTS SCORED (Q1). THE MIDDLE NUMBER IS THE NATIONAL PERCENTILE RANK BELOW WHICH 50% OF THE DISTRICT'S STUDENTS SCORED (Q2 OR MEDIAN), AND THE NUMBER ON THE RIGHT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 75% OF THE DISTRICT'S STUDENTS SCORED (Q3). FOR THE NATIONAL NORM GROUP, THESE POINTS ARE 25, 50, AND 75.

HENRY

DISPLAY OF CTBS TEST RESULTS

DISTRICTWIDE TESTING

CTBS, Form U, Level K **GRADE 11 - FALL 1984**

TOTAL READING

TOTAL LANGUAGE

TOTAL MATH

GRAPHIC DISPLAY OF PERCENTILE RANKS OF INTERQUARTILE RANGES (Q1,MEDIAN,Q3)

HOOVER, GRADE 11

CTBS/U LEVEL H, ALL SUBTESTS FALL 1984

SUBTESTS	PERCENTILE RANKS BASED ON NATIONAL NORMS	PERCENTAGE OF STUDENTS SCORING AT OR ABOVE 50 PERCENTILE
	10 20 30 40 50 60 70 80 90	
READ VOCABULARY	(18)••••••••••••••(38)••••••••••••••(68)	37.2
READ COMPREHENSION	(6)••••••••••••••••(28)••••••••••••••••(57)	33.9
TOTAL READING	(12)••••••••••••••(34)••••••••••••••(58)	35.1
SPELLING	(23)••••••••••••••••••••••••(58)••••••••••••(78)	58.8
LANGUAGE MECHANICS	(31)••••••••••(47)••••••••••(67)	48.3
LANG. EXPRESSION	(13)••••••••••••••••••(48)••••••••••••••••(64)	46.7
TOTAL LANGUAGE	(21)••••••••••••••••••(47)••••••••••••••••(70)	47.3
MATH COMPUTATION	(40)••••••••••••(62)••••••(76)	68
MATH CONCEPTS/APPL	(24)••••••••••••••••••••(53)••••••••••••(71)	54
TOTAL MATHEMATICS	(34)••••••••••••••••••(59)••••••••••(75)	60.6

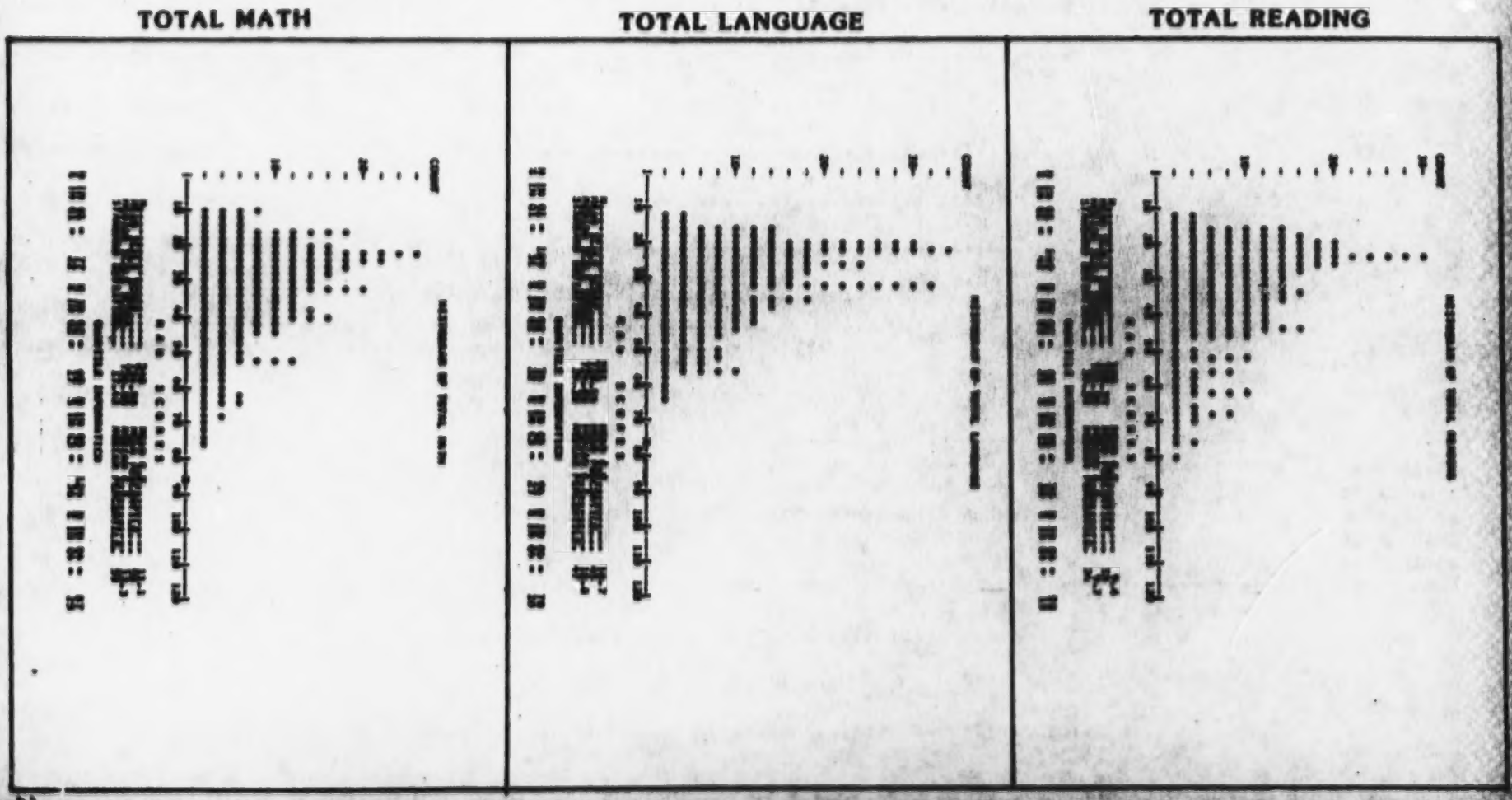
FOR EACH BAR THE NUMBER ON THE LEFT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 25% OF THE DISTRICT'S STUDENTS SCORED (Q1). THE MIDDLE NUMBER IS THE NATIONAL PERCENTILE RANK BELOW WHICH 50% OF THE DISTRICT'S STUDENTS SCORED (Q2 OR MEDIAN), AND THE NUMBER ON THE RIGHT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 75% OF THE DISTRICT'S STUDENTS SCORED (Q3). FOR THE NATIONAL NORM GROUP, THESE POINTS ARE 25, 50, AND 75.

HOOVER

DISPLAY OF CTBS TEST RESULTS

DISTRICTWIDE TESTING

CTBS, Form U, Level K **GRADE 11 - FALL 1984**



GRAPHIC DISPLAY OF PERCENTILE RANKS OF INTERQUARTILE RANGES (Q1,MEDIAN,Q3)

KEARNY, GRADE 11

CTBS/U LEVEL K, ALL SUBTESTS FALL 1984

SUBTESTS	PERCENTILE RANKS BASED ON NATIONAL NORMS	PERCENTAGE OF STUDENTS SCORING AT OR ABOVE 50 PERCENTILE
	1 10 20 30 40 50 60 70 80 90	
READ VOCABULARY	(9)*****************(24)************(35)	31.8
READ COMPREHENSION	(4)************(15)******************(50)	38.5
TOTAL READING	(12)********(27)******************(57)	38.4
SPELLING	(23)*************************(58)************(78)	59.8
LANGUAGE MECHANICS	(31)***********(49)**************(70)	49.7
LANG. EXPRESSION	(19)******************(48)****************(70)	43.2
TOTAL LANGUAGE	(23)********************(58)**************(71)	58.3
MATH COMPUTATION	(47)***********(64)*************(83)	72.9
MATH CONCEPTS/APPL	(35)*****************(68)*********(75)	63.7
TOTAL MATHEMATICS	(43)*****************(64)*******(80)	71.2

FOR EACH BAR THE NUMBER ON THE LEFT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 25% OF THE DISTRICT'S STUDENTS SCORED (Q1)
THE MIDDLE NUMBER IS THE NATIONAL PERCENTILE RANK BELOW WHICH 50% OF THE DISTRICT'S STUDENTS SCORED (Q2 OR MEDIAN),
AND THE NUMBER ON THE RIGHT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 75% OF THE DISTRICT'S STUDENTS SCORED (Q3).
FOR THE NATIONAL NORM GROUP, THESE POINTS ARE 25, 50, AND 75.

KEARNY

DISPLAY OF CTBS TEST RESULTS

DISTRICTWIDE TESTING

CTBS, Form U, Level K **GRADE 11 - FALL 1984**

TOTAL READING

TOTAL LANGUAGE

TOTAL MATH

GRAPHIC DISPLAY OF PERCENTILE RANKS OF INTERQUARTILE RANGES (Q1,MEDIAN,Q3)

LA JOLLA, GRADE 11

CTBS/U LEVEL K, ALL SUBTESTS FALL 1984

SUBTESTS	PERCENTILE RANKS BASED ON NATIONAL NORMS	PERCENTAGE OF STUDENTS SCORING AT OR ABOVE 50 PERCENTILE
	10 20 30 40 50 60 70 80 90	
READ VOCABULARY	(44)********(71)********(87)	71.2
READ COMPREHENSION	(34)**********(67)**********(86)	66.4
TOTAL READING	(42)**********(73)********(88)	69.5
SPELLING	(42)**********(74)**********(92)	69.9
LANGUAGE MECHANICS	(49)********(78)********(84)	73.1
LANG EXPRESSION	(45)**********(73)**********(89)	70.7
TOTAL LANGUAGE	(47)**********(73)********(88)	73.3
MATH COMPUTATION	(55)**********(74)**********(93)	80
MATH CONCEPTS/APPL	(47)**********(75)*******(88)	72.5
TOTAL MATHEMATICS	(52)**********(76)********(91)	76.8

FOR EACH BAR THE NUMBER ON THE LEFT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 25% OF THE DISTRICT'S STUDENTS SCORED (Q1)
THE MIDDLE NUMBER IS THE NATIONAL PERCENTILE RANK BELOW WHICH 50% OF THE DISTRICT'S STUDENTS SCORED (Q2 OR MEDIAN),
AND THE NUMBER ON THE RIGHT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 75% OF THE DISTRICT'S STUDENTS SCORED (Q3).
FOR THE NATIONAL NORM GROUP, THESE POINTS ARE 25, 50, AND 75.

LA JOLLA

DISPLAY OF CTBS TEST RESULTS

DISTRICTWIDE TESTING

CTBS, Form U, Level K **GRADE 11 - FALL 1984**

TOTAL READING

TOTAL LANGUAGE

TOTAL MATH

GRAPHIC DISPLAY OF PERCENTILE RANKS OF INTERQUARTILE RANGES (Q1,MEDIAN,Q3)

LINCOLN, GRADE 11

CTBS/U LEVEL K, ALL SUBTESTS FALL 1984

SUBTESTS	PERCENTILE RANKS BASED ON NATIONAL NORMS 1---10---20---30---40---50---60---70---80---90---	PERCENTAGE OF STUDENTS SCORING AT OR ABOVE 50 PERCENTILE
READ VOCABULARY	(5)*************(23)********(41)	15.7
READ COMPREHENSION	(3)********(15)************(34)	13.2
TOTAL READING	(9)***(14)********(33)	12.6
SPELLING	(16)******************(42)******************(69)	45.6
LANGUAGE MECHANICS	(23)**************(44)************(62)	36.3
LANG. EXPRESSION	(6)********(19)*****************(45)	18.8
TOTAL LANGUAGE	(18)*******(31)****************(55)	27.8
MATH COMPUTATION	(30)***************(52)******(66)	36.2
MATH CONCEPTS/APPL	(3)************************************(48)***********(62)	39.7
TOTAL MATHEMATICS	(12)****************************(66)*************(84)	43.2

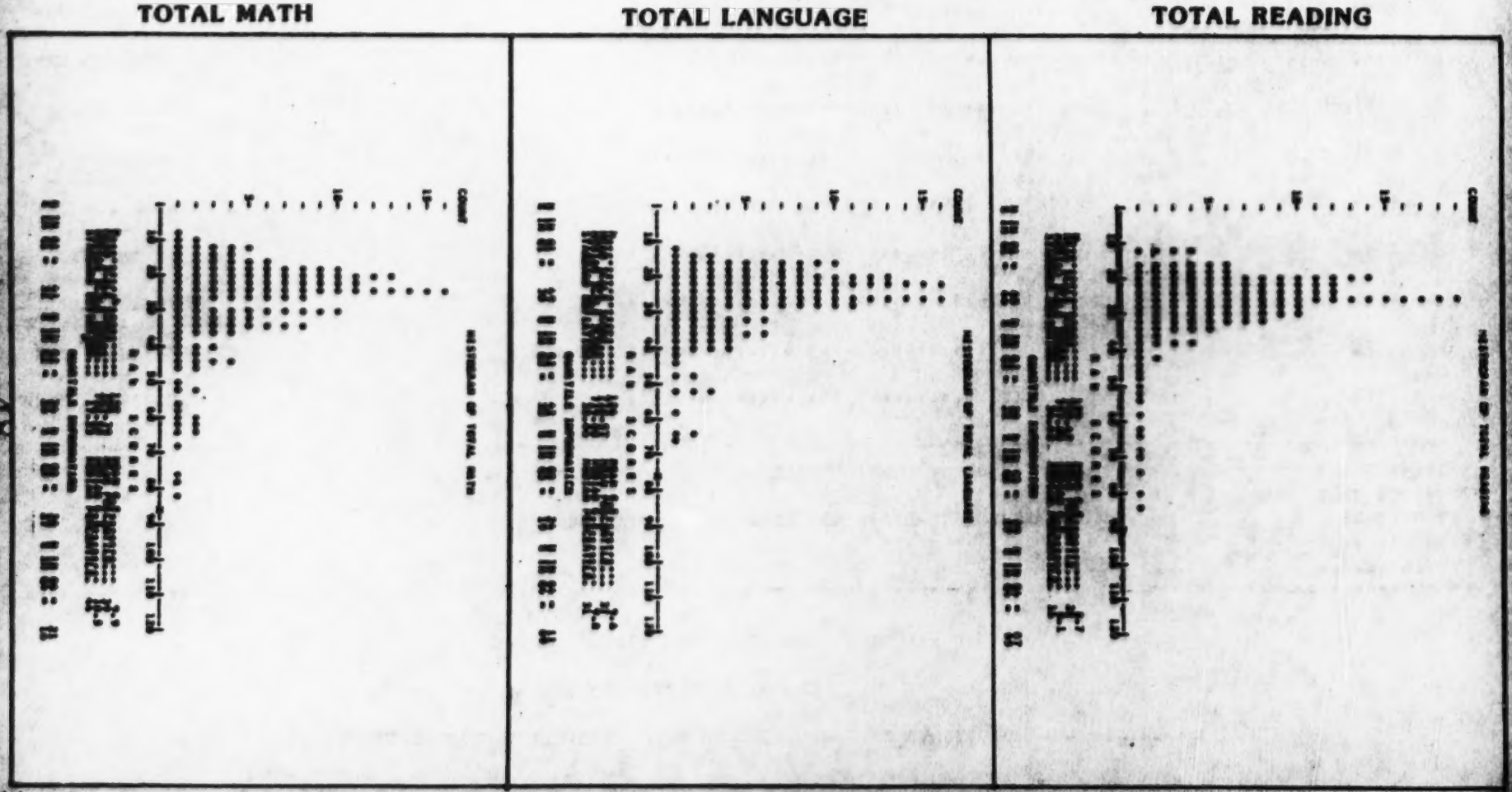
FOR EACH BAR THE NUMBER ON THE LEFT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 25% OF THE DISTRICT'S STUDENTS SCORED (Q1). THE MIDDLE NUMBER IS THE NATIONAL PERCENTILE RANK BELOW WHICH 50% OF THE DISTRICT'S STUDENTS SCORED (Q2 OR MEDIAN), AND THE NUMBER ON THE RIGHT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 75% OF THE DISTRICT'S STUDENTS SCORED (Q3). FOR THE NATIONAL NORM GROUP, THESE POINTS ARE 25, 50, AND 75.

LINCOLN

DISPLAY OF CTBS TEST RESULTS

DISTRICTWIDE TESTING

CTBS, Form U, Level K **GRADE 11 - FALL 1984**



GRAPHIC DISPLAY OF PERCENTILE RANKS OF INTERQUARTILE RANGES (Q1,MEDIAN,Q3)

MADISON, GRADE 11

CTBS/U LEVEL H, ALL SUBTESTS FALL 1984

SUBTESTS	PERCENTILE RANKS BASED ON NATIONAL NORMS	PERCENTAGE OF STUDENTS SCORING AT OR ABOVE 90 PERCENTILE
	10 20 30 40 50 60 70 80 90	
READ VOCABULARY	(37)(55)(73)	59.1
READ COMPREHENSION	(25)(50)(72)	56.4
TOTAL READING	(31)(53)(74)	55.9
SPELLING	(42)(69)(85)	71.1
LANGUAGE MECHANICS	(44)(58)(78)	62.3
LANG. EXPRESSION	(31)(57)(75)	56.4
TOTAL LANGUAGE	(36)(61)(80)	63.1
MATH COMPUTATION	(67)(84)(94)	79.3
MATH CONCEPTS/APPL	(63)(68)(79)	64.4
TOTAL MATHEMATICS	(65)(63)(83)	71.8

FOR EACH BAR THE NUMBER ON THE LEFT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 25% OF THE DISTRICT'S STUDENTS SCORED (Q1). THE MIDDLE NUMBER IS THE NATIONAL PERCENTILE RANK BELOW WHICH 50% OF THE DISTRICT'S STUDENTS SCORED (Q2 OR MEDIAN), AND THE NUMBER ON THE RIGHT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 75% OF THE DISTRICT'S STUDENTS SCORED (Q3). FOR THE NATIONAL NORM GROUP, THESE POINTS ARE 25, 50, AND 75.

MADISON

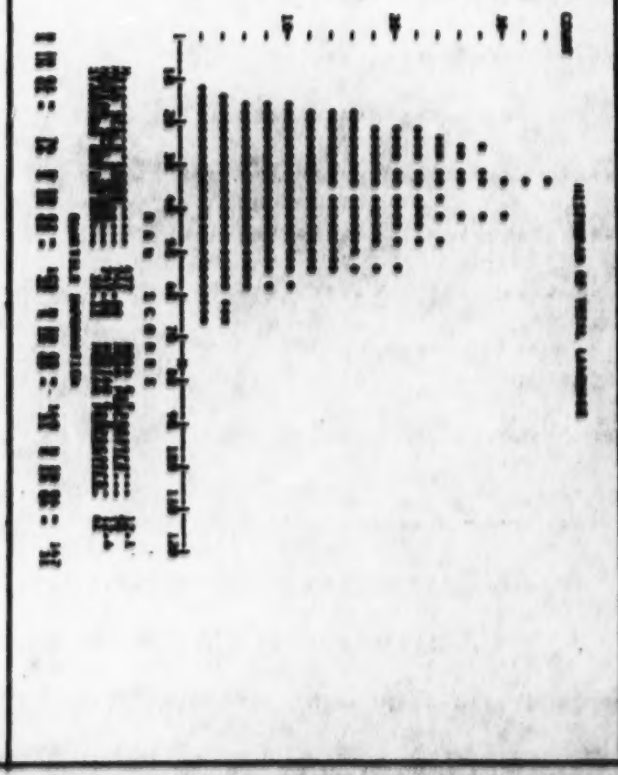
DISPLAY OF CTBS TEST RESULTS

DISTRICTWIDE TESTING

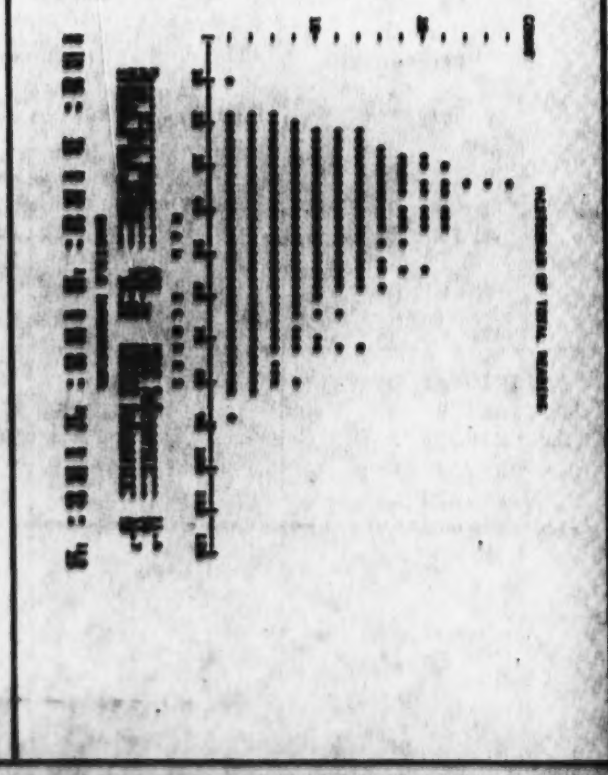
CTBS, Form U, Level K **GRADE 11 - FALL 1984**

TOTAL MATH

TOTAL LANGUAGE



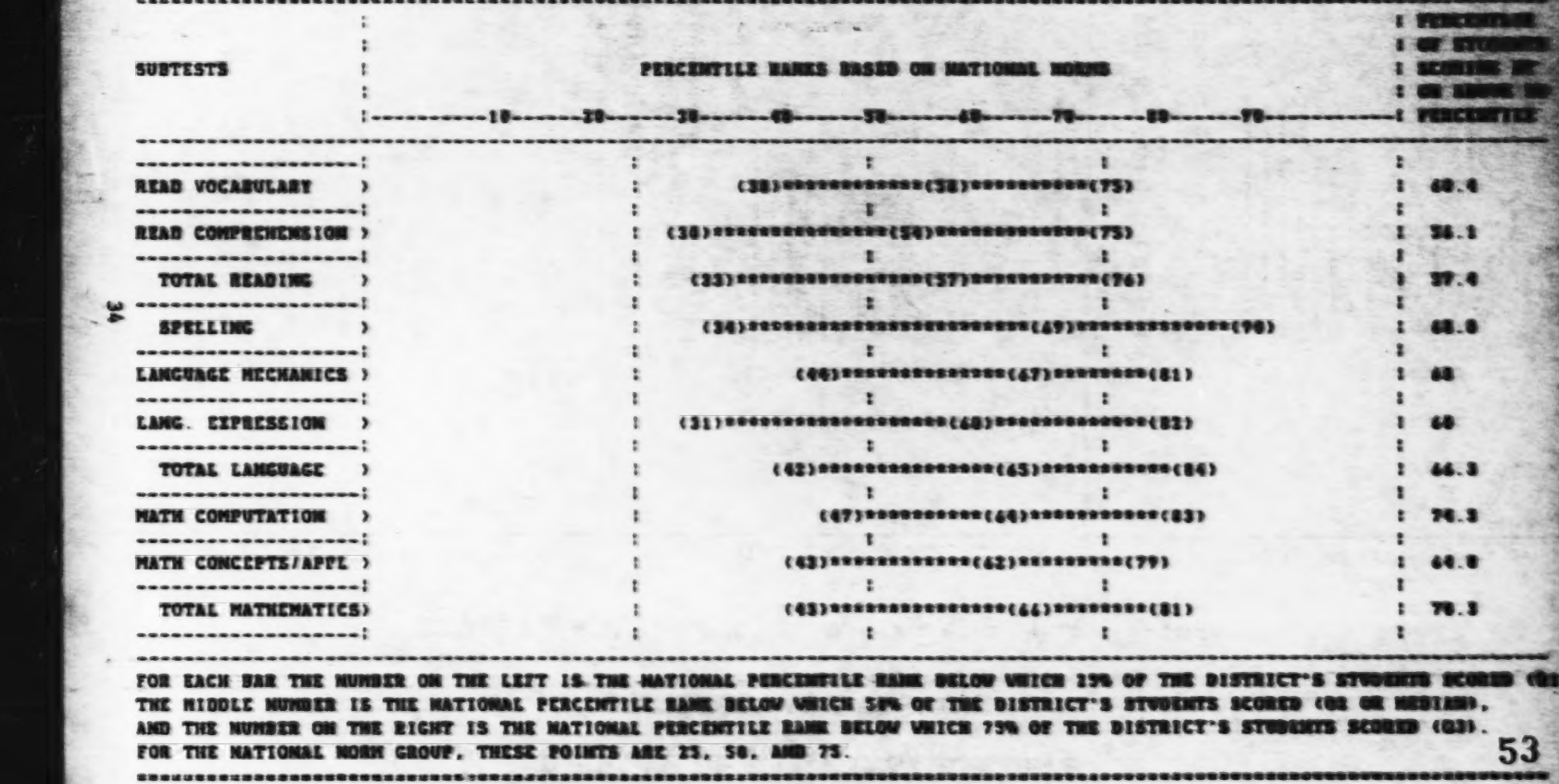
TOTAL READING



GRAPHIC DISPLAY OF PERCENTILE RANKS OF INTERQUARTILE RANGES (Q1,MEDIAN,Q3)

MIRA MESA, GRADE 11

CTBS/U LEVEL K, ALL SUBTESTS FALL 1984


SUBTESTS
PERCENTILE RANKS BASED ON NATIONAL NORMS
1S 2S 3S 4S 5S 6S 7S 8S 9S
PERCENTAGE OF STUDENTS SCORING AT OR ABOVE THE PERCENTILE
READ VOCABULARY (38) (58) (75) 60.4
READ COMPREHENSION (36) (54) (75) 56.1
TOTAL READING (33) (57) (76) 57.4
SPELLING (34) (69) (90) 68.8
LANGUAGE MECHANICS (66) (67) (81) 68
LANG. EXPRESSION (31) (68) (82) 60
TOTAL LANGUAGE (62) (65) (84) 66.3
MATH COMPUTATION (67) (66) (83) 76.3
MATH CONCEPTS/APPL (63) (62) (79) 66.8
TOTAL MATHEMATICS (63) (66) (81) 76.3

FOR EACH BAR THE NUMBER ON THE LEFT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 25% OF THE DISTRICT'S STUDENTS SCORED (Q1)
THE MIDDLE NUMBER IS THE NATIONAL PERCENTILE RANK BELOW WHICH 50% OF THE DISTRICT'S STUDENTS SCORED (Q2 OR MEDIAN),
AND THE NUMBER ON THE RIGHT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 75% OF THE DISTRICT'S STUDENTS SCORED (Q3).
FOR THE NATIONAL NORM GROUP, THESE POINTS ARE 25, 50, AND 75.

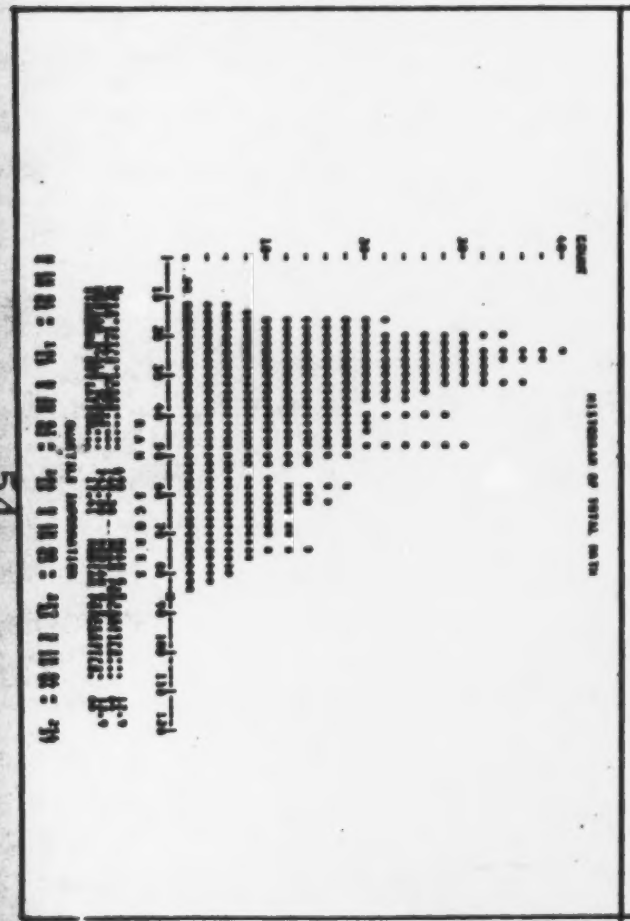
MIRA MESA

DISPLAY OF CTBS TEST RESULTS

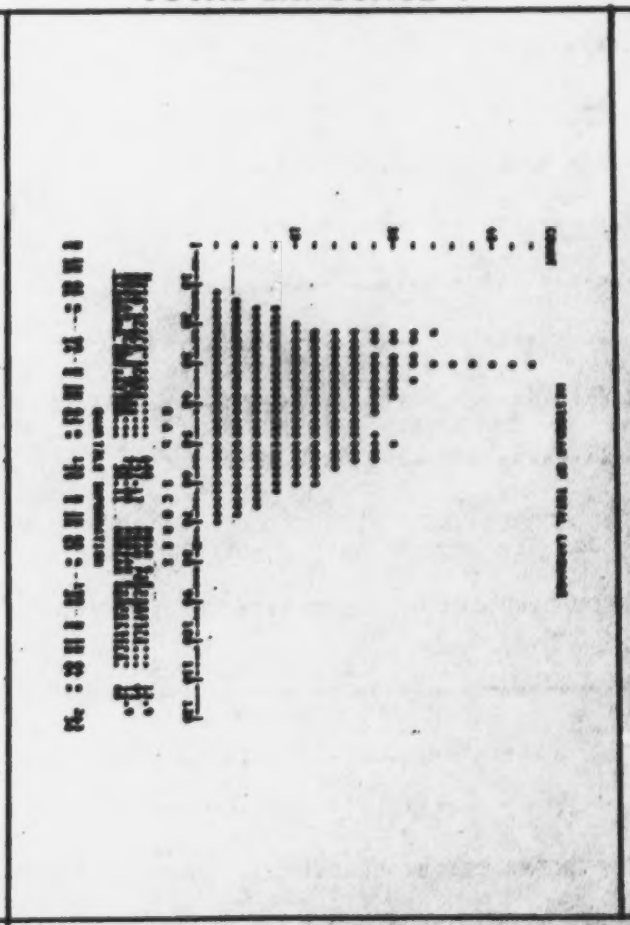
DISTRICTWIDE TESTING

CTBS, Form U, Level K **GRADE 11 - FALL 1984**

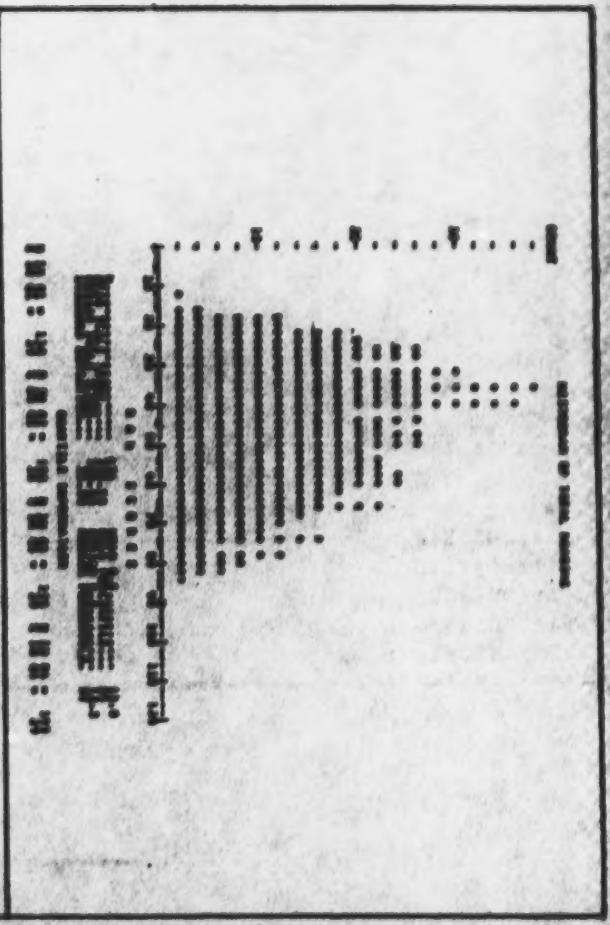
TOTAL MATH



TOTAL LANGUAGE



TOTAL READING



GRAPHIC DISPLAY OF PERCENTILE RANKS OF INTERQUARTILE RANGES (Q1,MEDIAN,Q3)

MISSION BAY, GRADE 11

CTBS/U LEVEL K, ALL SUBTESTS FALL 1984

SUBTESTS	PERCENTILE RANKS BASED ON NATIONAL NORMS	PERCENTAGE OF STUDENTS SCORING AT OR ABOVE 50 PERCENTILE
	10 20 30 40 50 60 70 80 90	
READ VOCABULARY	(41)**********(48)**********(80)	49.3
READ COMPREHENSION	(25)**********(54)**********(75)	33.3
TOTAL READING	(33)**********(59)**********(80)	39.5
SPELLING	(34)**********(63)**********(87)	43.8
LANGUAGE MECHANICS	(44)**********(62)*********(78)	44.9
LANG. EXPRESSION	(35)**********(58)**********(79)	41.7
TOTAL LANGUAGE	(39)**********(65)*********(88)	46.9
MATH COMPUTATION	(53)******(84)**********(84)	75.6
MATH CONCEPTS/APPL	(43)**********(62)**********(81)	44.2
TOTAL MATHEMATICS	(43)**********(64)**********(84)	49.8

FOR EACH BAR THE NUMBER ON THE LEFT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 25% OF THE DISTRICT'S STUDENTS SCORED (Q1), THE MIDDLE NUMBER IS THE NATIONAL PERCENTILE RANK BELOW WHICH 50% OF THE DISTRICT'S STUDENTS SCORED (Q2 OR MEDIAN), AND THE NUMBER ON THE RIGHT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 75% OF THE DISTRICT'S STUDENTS SCORED (Q3). FOR THE NATIONAL NORM GROUP, THESE POINTS ARE 25, 50, AND 75.

MISSION BAY

DISPLAY OF CTBS TEST RESULTS

DISTRICTWIDE TESTING

CTBS, Form U, Level K **GRADE 11 - FALL 1984**

TOTAL READING

TOTAL LANGUAGE

TOTAL MATH

GRAPHIC DISPLAY OF PERCENTILE RANKS OF INTERQUARTILE RANGES (Q1,MEDIAN,Q3)

MORSE, GRADE 11

CTBS/U LEVEL K, ALL SUBTESTS FALL 1984

SUBTESTS	PERCENTILE RANKS BASED ON NATIONAL NORMS	PERCENTAGE OF STUDENTS SCORING AT OR ABOVE 50 PERCENTILE
	1---10---20---30---40---50---60---70---80---90---99	
READ VOCABULARY	(25)*********(41)****************(65)	37.1
READ COMPREHENSION	(16)****************(34)**************(57)	33.4
TOTAL READING	(15)***************(37)******************(64)	37.8
SPELLING	(34)********************(63)*****************(88)	66.9
LANGUAGE MECHANICS	(38)*************(58)*************(78)	60.8
LANG. EXPRESSION	(19)******************(45)*****************(70)	44.6
TOTAL LANGUAGE	(30)******************(56)*************(76)	56.6
MATH COMPUTATION	(44)*************(64)************(83)	67.4
MATH CONCEPTS/APPL	(41)************(60)*********(76)	64.5
TOTAL MATHEMATICS	(43)***************(64)***********(81)	67.8

FOR EACH BAR THE NUMBER ON THE LEFT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 25% OF THE DISTRICT'S STUDENTS SCORED (Q1), THE MIDDLE NUMBER IS THE NATIONAL PERCENTILE RANK BELOW WHICH 50% OF THE DISTRICT'S STUDENTS SCORED (Q2 OR MEDIAN), AND THE NUMBER ON THE RIGHT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 75% OF THE DISTRICT'S STUDENTS SCORED (Q3). FOR THE NATIONAL NORM GROUP, THESE POINTS ARE 25, 50, AND 75.

MORSE

DISPLAY OF CTBS TEST RESULTS

DISTRICTWIDE TESTING

CTBS, Form U, Level K **GRADE 11 - FALL 1984**

TOTAL READING

TOTAL LANGUAGE

TOTAL MATH

GRAPHIC DISPLAY OF PERCENTILE RANKS OF INTERQUARTILE RANGES (Q1,MEDIAN,Q3)

MUIR ALTERNATIVE, GRADE 11

CTBS/U LEVEL K, ALL SUBTESTS FALL 1984

SUBTESTS	PERCENTILE RANKS BASED ON NATIONAL NORMS	PERCENTAGE OF STUDENTS SCORING AT OR ABOVE 50 PERCENTILE
	10 20 30 40 50 60 70 80 90	
READ VOCABULARY	(18)**********(48)**********(71)	31.8
READ COMPREHENSION	(18)**********(34)**********(57)	40.9
TOTAL READING	(17)**********(34)**********(74)	35
SPELLING	(18)*****(19)**********(79)	36.4
LANGUAGE MECHANICS	(23)**********(44)**********(61)	36.4
LANG. EXPRESSION	(13)**********(45)******(57)	33.3
TOTAL LANGUAGE	(19)**********(38)**********(61)	35
MATH COMPUTATION	(32)*******(44)**(52)	27.3
MATH CONCEPTS/APPL	(7)**********(43)*****(54)	34.8
TOTAL MATHEMATICS	(14)**********(40)*****(50)	36.4

FOR EACH BAR THE NUMBER ON THE LEFT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 25% OF THE DISTRICT'S STUDENTS SCORED (Q1). THE MIDDLE NUMBER IS THE NATIONAL PERCENTILE RANK BELOW WHICH 50% OF THE DISTRICT'S STUDENTS SCORED (Q2 OR MEDIAN), AND THE NUMBER ON THE RIGHT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 75% OF THE DISTRICT'S STUDENTS SCORED (Q3). FOR THE NATIONAL NORM GROUP, THESE POINTS ARE 25, 50, AND 75.

MUIR ALTERNATIVE

DISPLAY OF CTBS TEST RESULTS

DISTRICTWIDE TESTING

CTBS, Form U, Level K **GRADE 11 - FALL 1984**

TOTAL READING

TOTAL LANGUAGE

TOTAL MATH

GRAPHIC DISPLAY OF PERCENTILE RANKS OF INTERQUARTILE RANGES (Q1,MEDIAN,Q3)

O'FARRELL SCPA, GRADE 11

CTBS/U LEVEL E, ALL SUBTESTS FALL 1984

SUBTESTS	PERCENTILE RANKS BASED ON NATIONAL NORMS	PERCENTAGE OF STUDENTS SCORING AT OR ABOVE 50 PERCENTILE
	10 20 30 40 50 60 70 80 90	
READ VOCABULARY	(36)**********(48)**********(78)	88.7
READ COMPREHENSION	(35)**********(58)**********(75)	88.8
TOTAL READING	(38)**********(54)**********(78)	83.9
SPELLING	(34)**********(48)**********(85)	44.4
LANGUAGE MECHANICS	(38)**********(58)**********(78)	87.3
LANG. EXPRESSION	(31)**********(46)**********(79)	87.7
TOTAL LANGUAGE	(36)**********(48)**********(88)	48.2
MATH COMPUTATION	(47)**********(64)**********(77)	73.8
MATH CONCEPTS/APPL	(35)**********(53)**********(73)	58.9
TOTAL MATHEMATICS	(40)**********(64)**********(77)	65.4

FOR EACH BAR THE NUMBER ON THE LEFT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 25% OF THE DISTRICT'S STUDENTS SCORED (Q1). THE MIDDLE NUMBER IS THE NATIONAL PERCENTILE RANK BELOW WHICH 50% OF THE DISTRICT'S STUDENTS SCORED (Q2 OR MEDIAN), AND THE NUMBER ON THE RIGHT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 75% OF THE DISTRICT'S STUDENTS SCORED (Q3). FOR THE NATIONAL NORM GROUP, THESE POINTS ARE 25, 50, AND 75.

O'FARRELL SCPA

DISPLAY OF CTBS TEST RESULTS

DISTRICTWIDE TESTING

CTBS, Form U, Level K **GRADE 11 - FALL 1984**

TOTAL READING

TOTAL LANGUAGE

TOTAL MATH

GRAPHIC DISPLAY OF PERCENTILE RANKS OF INTERQUARTILE RANGES (Q1,MEDIAN,Q3)

POINT LOMA, GRADE 11

CTBS/U LEVEL K, ALL SUBTESTS FALL 1984

SUBTESTS	PERCENTILE RANKS BASED ON NATIONAL NORMS	PERCENTAGE OF STUDENTS SCORING AT OR ABOVE 50 PERCENTILE
	10 20 30 40 50 60 70 80 90	
READ VOCABULARY	(34)**********(55)**********(79)	59
READ COMPREHENSION	(17)**********(50)**********(75)	51.4
TOTAL READING	(24)**********(54)**********(79)	54.3
SPELLING	(23)**********(63)**********(85)	65.3
LANGUAGE MECHANICS	(44)**********(62)**********(78)	64.3
LANG. EXPRESSION	(31)**********(64)**********(82)	59
TOTAL LANGUAGE	(38)**********(65)**********(81)	67.4
MATH COMPUTATION	(46)**********(62)**********(83)	70.5
MATH CONCEPTS/APPL	(43)**********(62)**********(82)	64.5
TOTAL MATHEMATICS	(43)**********(66)**********(84)	69.4

FOR EACH BAR THE NUMBER ON THE LEFT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 25% OF THE DISTRICT'S STUDENTS SCORED (Q1)
THE MIDDLE NUMBER IS THE NATIONAL PERCENTILE RANK BELOW WHICH 50% OF THE DISTRICT'S STUDENTS SCORED (Q2 OR MEDIAN),
AND THE NUMBER ON THE RIGHT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 75% OF THE DISTRICT'S STUDENTS SCORED (Q3).
FOR THE NATIONAL NORM GROUP, THESE POINTS ARE 25, 50, AND 75.

POINT LOMA

DISPLAY OF CTBS TEST RESULTS

DISTRICTWIDE TESTING

CTBS, Form U, Level K **GRADE 11 - FALL 1984**

TOTAL READING

TOTAL LANGUAGE

TOTAL MATH

GRAPHIC DISPLAY OF PERCENTILE RANKS OF INTERQUARTILE RANGES (Q1,MEDIAN,Q3)

SAN DIEGO, GRADE 11

CTBS/U LEVEL K, ALL SUBTESTS FALL 1984

SUBTESTS	PERCENTILE RANKS BASED ON NATIONAL NORMS	PERCENTAGE OF STUDENTS SCORING AT OR ABOVE 50 PERCENTILE
	10 20 30 40 50 60 70 80 90	
READ VOCABULARY	(16)**************(38)************(58)	55.7
READ COMPREHENSION	(10)************(30)**************(54)	53.1
TOTAL READING	(13)**************(35)**************(57)	53.4
SPELLING	(23)******************(50)****************(74)	59.1
LANGUAGE MECHANICS	(31)**************(52)**************(74)	58
LANG. EXPRESSION	(19)**************(46)******************(67)	58.1
TOTAL LANGUAGE	(23)******************(47)****************(71)	67.2
MATH COMPUTATION	(38)***************(48)*******(74)	63.5
MATH CONCEPTS/APPL	(24)****************(47)************(67)	49.1
TOTAL MATHEMATICS	(30)*****************(55)*********(72)	57.2

FOR EACH BAR THE NUMBER ON THE LEFT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 25% OF THE DISTRICT'S STUDENTS SCORED (Q1), THE MIDDLE NUMBER IS THE NATIONAL PERCENTILE RANK BELOW WHICH 50% OF THE DISTRICT'S STUDENTS SCORED (Q2 OR MEDIAN), AND THE NUMBER ON THE RIGHT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 75% OF THE DISTRICT'S STUDENTS SCORED (Q3). FOR THE NATIONAL NORM GROUP, THESE POINTS ARE 25, 50, AND 75.

SAN DIEGO

DISPLAY OF CTBS TEST RESULTS

DISTRICTWIDE TESTING

CTBS, Form U, Level K **GRADE 11 - FALL 1984**

TOTAL READING

TOTAL LANGUAGE

TOTAL MATH

GRAPHIC DISPLAY OF PERCENTILE RANKS OF INTERQUARTILE RANGES (Q1,MEDIAN,Q3)

SERRA, GRADE 11

CTBS/U LEVEL K, ALL SUBTESTS FALL 1984

SUBTESTS	PERCENTILE RANKS BASED ON NATIONAL NORMS 1---10---20---30---40---50---60---70---80---90---	PERCENTAGE OF STUDENTS SCORING AT OR ABOVE 50 PERCENTILE
READ VOCABULARY	(30)************(50)*************(73)	50.3
READ COMPREHENSION	(25)*******************(54)*************(75)	53.8
TOTAL READING	(28)***************(50)*****************(75)	50.5
SPELLING	(42)**************(63)*****************(88)	69.2
LANGUAGE MECHANICS	(49)***********(67)*********(81)	71.3
LANG. EXPRESSION	(40)*************(60)*************(80)	62.2
TOTAL LANGUAGE	(48)**************(69)*******(83)	72.8
MATH COMPUTATION	(60)******(71)***********(89)	84
MATH CONCEPTS/APPL	(43)****************(65)*********(81)	66.6
TOTAL MATHEMATICS	(58)**************(72)******(84)	75.1

FOR EACH BAR THE NUMBER ON THE LEFT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 25% OF THE DISTRICT'S STUDENTS SCORED (Q1)
THE MIDDLE NUMBER IS THE NATIONAL PERCENTILE RANK BELOW WHICH 50% OF THE DISTRICT'S STUDENTS SCORED (Q2 OR MEDIAN),
AND THE NUMBER ON THE RIGHT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 75% OF THE DISTRICT'S STUDENTS SCORED (Q3).
FOR THE NATIONAL NORM GROUP, THESE POINTS ARE 25, 50, AND 75.

SERRA

DISPLAY OF CTBS TEST RESULTS

DISTRICTWIDE TESTING

CTBS, Form U, Level K GRADE 11 - FALL 1984

TOTAL READING

TOTAL LANGUAGE

TOTAL MATH

GRAPHIC DISPLAY OF PERCENTILE RANKS OF INTERQUARTILE RANGES (Q1,MEDIAN,Q3)

UNIVERSITY CITY, GRADE 11

CTBS/U LEVEL K, ALL SUBTESTS FALL 1984

SUBTESTS	PERCENTILE RANKS BASED ON NATIONAL NORMS	PERCENTAGE OF STUDENTS SCORING AT OR ABOVE 50 PERCENTILE
	10 20 30 40 50 60 70 80 90	
READ VOCABULARY	(44)**********(65)**********(85)	78.9
READ COMPREHENSION	(42)**********(67)**********(86)	67.8
TOTAL READING	(45)**********(68)**********(85)	78.8
SPELLING	(58)**********(74)**********(90)	77.1
LANGUAGE MECHANICS	(47)**********(67)**********(84)	69.6
LANG. EXPRESSION	(49)**********(76)**********(86)	76.5
TOTAL LANGUAGE	(51)**********(73)**********(87)	75.3
MATH COMPUTATION	(57)**********(77)**********(94)	88
MATH CONCEPTS/APPL	(54)**********(74)**********(87)	79.3
TOTAL MATHEMATICS	(59)**********(80)**********(91)	81.9

FOR EACH BAR THE NUMBER ON THE LEFT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 25% OF THE DISTRICT'S STUDENTS SCORED (Q1). THE MIDDLE NUMBER IS THE NATIONAL PERCENTILE RANK BELOW WHICH 50% OF THE DISTRICT'S STUDENTS SCORED (Q2 OR MEDIAN), AND THE NUMBER ON THE RIGHT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 75% OF THE DISTRICT'S STUDENTS SCORED (Q3). FOR THE NATIONAL NORM GROUP, THESE POINTS ARE 25, 50, AND 75.

UNIVERSITY CITY

DISPLAY OF CTBS TEST RESULTS

DISTRICTWIDE TESTING

CTBS, Form U, Level K **GRADE 11 - FALL 1984**

TOTAL READING

TOTAL LANGUAGE

TOTAL MATH

NAME: Graphic Display of Percentile Ranks of Interquartile Ranges (Interquartile Bar Graphs)

TYPE OF INFORMATION PROVIDED: Graphic display of CTBS Results

RECEIVED BY: All Schools

WHEN PROVIDED: September (Grades 5, 7 and 9), February (Grade 11)

PERSONS CONCERNED: Site administrators, counselors, and various central office administrators

KINDS OF INFORMATION OBTAINED THROUGH SIMPLE REVIEW/ANALYSIS:

- Graphic display of selected data for school CTBS results.
- Interquartile ranges display the national percentile ranks below which 25%, 50%, and 75% of the school's students fall on each subtest.
- The percent of students who scored at or above the 50th percentile.

SUGGESTIONS FOR FURTHER ANALYSIS:

- Compare school's results on the different subtests - particularly noting radical shifts of data -- to the right (above average achievement) or left (below average achievement).
- Compare school scores by subtest to the national norm group.

DETAILED DESCRIPTION OF COMPONENT PARTS:

52

① Grade level tested
② Appropriate form and level of CTBS
③ Date tested
④ Names of subtests
⑤ Graphic display of interquartile ranges
Left number is the national percentile rank below which 25% of the students scored (Q1). Middle number is the national percentile rank below which 50% of the students scored (Q2 or median). Right number is the national percentile rank below which 75% of the students scored (Q3).

CROSS-REFERENCE TO OTHER DISPLAYS/ROSTERS IN THIS DOCUMENT:

- School Data Sheets - summary statistics for all subtests for school and district
- Display of CTBS Test Results (Histograms) - summary statistics and graphic display of distribution of student scores
- Historical Trend Graphs - values of median percentile ranks for school and district over several years

80

79

GRAPHIC DISPLAY OF PERCENTILE RANKS OF INTERQUARTILE RANGES (Q1,MEDIAN,Q3)

DISTRICT, GRADE 11 ①

② CTBS/U LEVEL K, ALL SUBTESTS FALL 1984 ③

SUBTESTS	PERCENTILE RANKS BASED ON NATIONAL NORMS	PERCENTAGE OF STUDENTS SCORING AT OR ABOVE 50 PERCENTILE
	10 20 30 40 50 60 70 80 90	
④ READ VOCABULARY	(30)**********(52)**********(75)	53.4
READ COMPREHENSION	(21)**********(46)**********(72)	49.4
TOTAL READING	(23)**********(50)**********(76)	51.1
SPELLING	(34)**********(63)**********(85)	65.7
LANGUAGE MECHANICS	(38)**********(62)**********(78)	62.4
LANG. EXPRESSION	(31)**********(57)**********(80)	55.6
TOTAL LANGUAGE	(34)**********(61)**********(81)	62.4
MATH COMPUTATION	(47)**********(64)**********(86)	73.8
MATH CONCEPTS/APPL	(43)**********(62)**********(81)	64.4
TOTAL MATHEMATICS	(43)**********(66)**********(84)	69.9

⑤

FOR EACH BAR THE NUMBER ON THE LEFT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 25% OF THE DISTRICT'S STUDENTS SCORED (Q1), THE MIDDLE NUMBER IS THE NATIONAL PERCENTILE RANK BELOW WHICH 50% OF THE DISTRICT'S STUDENTS SCORED (Q2 OR MEDIAN), AND THE NUMBER ON THE RIGHT IS THE NATIONAL PERCENTILE RANK BELOW WHICH 75% OF THE DISTRICT'S STUDENTS SCORED (Q3). FOR THE NATIONAL NORM GROUP, THESE POINTS ARE 25, 50, AND 75.

NAME: Display of CTBS Test Results (Histograms)

TYPE OF INFORMATION PROVIDED: Graphic display of CTBS summary statistics

RECEIVED BY: All Schools

WHEN PROVIDED: September (Grades 5, 7 and 9), February (Grade 11)

PERSONS CONCERNED: Site administrators, counselors, and various central office administrators

KINDS OF INFORMATION OBTAINED THROUGH SIMPLE REVIEW/ANALYSIS:

- Test results for schools are displayed graphically.
- Summary statistics include mean/median scale scores, grade equivalents, and percentile ranks.
- Numbers and percents of students in each quartile are also provided.

SUGGESTIONS FOR FURTHER ANALYSIS:

- Compare school's results on the different subtests (Total Reading, Total Language and Total Math).
- Analyze the distribution of students' scores to determine how school compares to the normal curve (e.g., is it skewed right or left? Are their outliers? Is the distribution bimodal?)
- Determine differences in the reading and language results versus the mathematics results to determine possible impact of LEP students. Check outliers on rosters for score verification and possible extenuating circumstances.

DETAILED DESCRIPTION OF COMPONENT PARTS:

① Appropriate level and form of CTBS
② Grade level and date tested
③ Name of subtest
④ Count (frequency) of the number of students with respect to scale scores
⑤ Distribution of students' raw scores (with each "*" representing one or more students)
⑥ Maximum scale score possible for this subtest
⑦ Summary statistics in scale scores (N = number of students tested)
⑧ Summary statistics in converted grade equivalents (G.E.) and percentile value
⑨ "N in Q1" means number of students in the first quarter of the distribution. "% in Q1" means percent of students tested who had scores in the first quarter
⑩ Number of students represented by each "*" in the histogram

CROSS-REFERENCE TO OTHER DISPLAYS/ROSTERS IN THIS DOCUMENT:

- School Data Sheets - summary statistics for all subtests for school and district
- Historical Trend Graphs - values of median percentile ranks for school and district over several years
- Report of Test Results rosters of student test results

DISPLAY OF CTBS TEST RESULTS

DISTRICTWIDE TESTING

CTBS, Form U, Level K ① **GRADE 11 - FALL 1984** ②

TOTAL READING ③

TOTAL LANGUAGE

TOTAL MATH

APPENDIX B

DISTRICTWIDE TESTING RESULTS

HISTORICAL PERSPECTIVES

Percent of Students Tested by School
Results by Quartile 1979 to 1984
Results by Students Tested / Not Tested in 1983

PERCENT OF GRADE 11 STUDENTS TESTED
FOR FALL DISTRICTWIDE CTBS TESTING
1979 THROUGH 1984

SCHOOL NAME	1979 TESTING	1980 TESTING	1981 TESTING	1982 TESTING	1983 TESTING	1984 TESTING
CLAIREMONT	85.2	81.6	79.6	83.8	86.4	75.6
CRAWFORD	89.8	98.2	81.7	82.9	76.8	78.0
O'FARRELL/SCPA	--	--	98.4	100.0	95.3	99.1
GOMPERS SECONDARY	100.0	98.2	76.4	98.3	98.2	93.0
HENRY	93.0	93.3	90.5	87.2	90.3	96.8
HOOVER	78.1	78.9	79.3	85.3	81.8	81.6
KEARNY	86.7	78.1	84.2	84.0	85.1	84.3
LA JOLLA	97.5	97.8	98.4	98.3	98.2	99.8
LINCOLN	61.6	73.0	73.8	70.3	76.0	69.6
MADISON	89.0	94.3	83.3	92.2	87.1	93.2
MIRA MESA JR./SR.	95.3	94.9	88.7	97.1	97.6	96.9
MISSION BAY	92.2	94.1	95.9	96.4	97.9	99.1
MORSE	81.4	87.8	94.4	97.4	85.9	82.3
MUIR ALTERNATIVE	68.2	84.6	60.9	77.3	83.3	82.1
POINT LOMA	93.3	94.1	95.0	93.4	91.9	93.9
SAN DIEGO	64.1	81.0	88.3	83.1	73.2	78.4
SERRA JR./SR.	86.9	86.9	95.5	97.1	94.0	97.9
UNIVERSITY CITY	--	--	98.2	100.0	97.4	100.0
WRIGHT BROTHERS	88.6	98.7	100.0	71.3	93.0	--
COMBINED	85.5	88.9	88.7	90.3	88.6	90.1

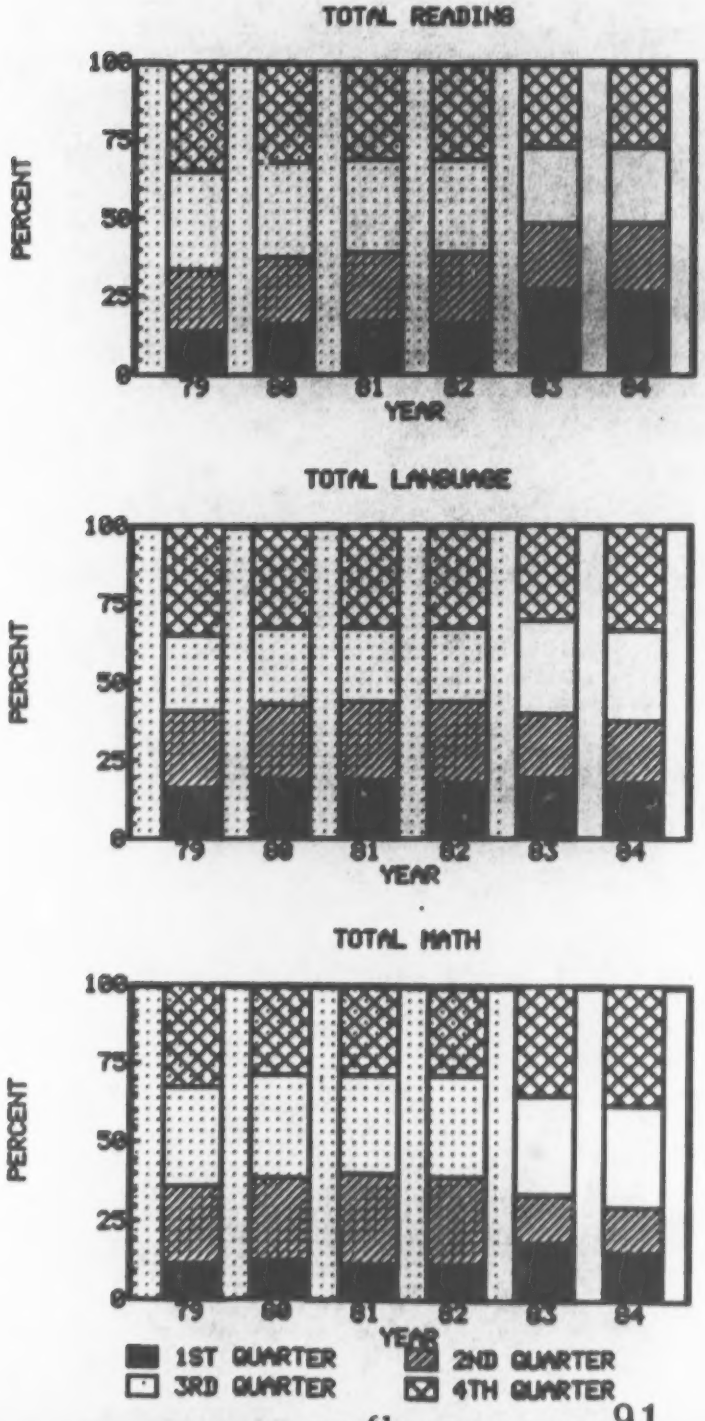
STATISTICAL CHARACTERISTICS OF CTBS RESULTS BY QUARTILE
CHANGE IN PERCENTS FROM 1979 TO 1984

GRADE 11 DISTRICTWIDE TESTING

CONTENT AREA	YEAR	TOTAL N	PERCENT OF STUDENTS BY QUARTILE											
			1st Quarter			2nd Quarter			3rd Quarter			4th Quarter		
			N	%	Change	N	%	Change	N	%	Change	N	%	Change
TOTAL READING	1979	6789	974	14.35		1358	20.00		2078	30.61		2379	35.04	
					+ 2.77			+ 0.89			- 0.35			- 3.34
	1980	6895	1181	17.12		1441	20.89		2087	30.26		2186	31.70	
					+ .46			+ 1.21			- .55			- 1.11
	1981	6495	1142	17.58		1436	22.10		1930	29.71		1987	30.59	
					- .90			+ 1.00			- .69			+ .59
	1982	6294	1050	16.68		1454	23.10		1827	29.02		1963	31.18	
					+10.73			- 1.46			- 5.09			- 4.17
	1983	6205	1701	27.41		1343	21.64		1485	23.93		1676	27.01	
					- 0.56			+ 0.38			- 0.03			+ 0.21
	1984	6171	1657	26.85		1359	22.02		1475	23.90		1680	27.22	
TOTAL LANGUAGE	1979	6627	1106	16.69		1601	24.16		1605	24.22		2315	34.93	
					+ 2.46			+ 0.75			- 0.26			- 2.97
	1980	6663	1276	19.15		1660	24.91		1597	23.96		2130	31.96	
					- .11			+ .49			- .44			+ .06
	1981	6364	1212	19.04		1617	25.40		1497	23.52		2038	32.02	
					- .55			+ .25			+ .07			+ .23
	1982	6310	1167	18.49		1619	25.65		1489	23.59		2035	32.25	
					+ 1.74			- 5.27			+ 5.34			- 1.79
	1983	6104	1235	20.23		1244	20.38		1766	28.93		1859	30.46	
					- 2.06			- 0.99			+ 0.42			+ 2.63
	1984	6086	1106	18.17		1180	19.39		1786	29.35		2014	33.09	
TOTAL MATH	1979	6552	778	11.87		1594	24.33		2059	31.43		2121	32.37	
					+ 1.32			+ 0.86			+ 1.49			- 3.69
	1980	6663	879	13.19		1679	25.19		2194	32.92		1911	28.68	
					- .73			+ 2.25			- 1.35			- .17
	1981	6387	796	12.46		1753	27.44		2017	31.57		1821	28.51	
					- .31			- .40			+ .55			+ .16
	1982	6344	771	12.15		1716	27.04		2038	32.12		1819	28.67	
					+ 6.88			-12.00			- 1.03			+ 6.19
	1983	6252	1190	19.03		940	15.04		1944	31.09		2178	34.84	
					- 2.80			- 1.20			- 1.07			+ 2.93
	1984	6179	1003	16.23		855	13.84		1987	32.16		2334	37.77	

CTBS RESULTS BY QUARTILE

PERCENT OF GRADE 11 STUDENTS IN EACH QUARTER
DISTRICTWIDE TESTING 1979 TO 1984



COMPARISON OF STUDENT ACHIEVEMENT

DISTRICTWIDE CTBS RESULTS

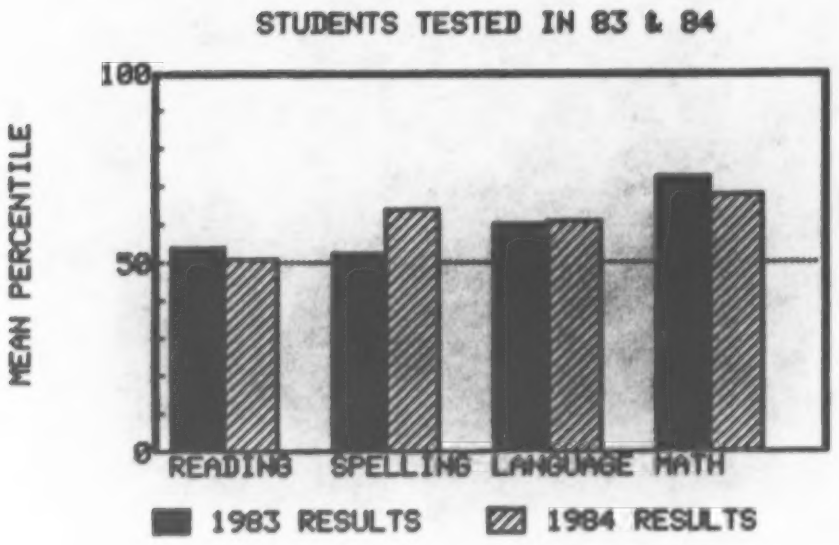
FOR GRADE 11 STUDENTS WHO WERE TESTED/NOT TESTED IN 1983

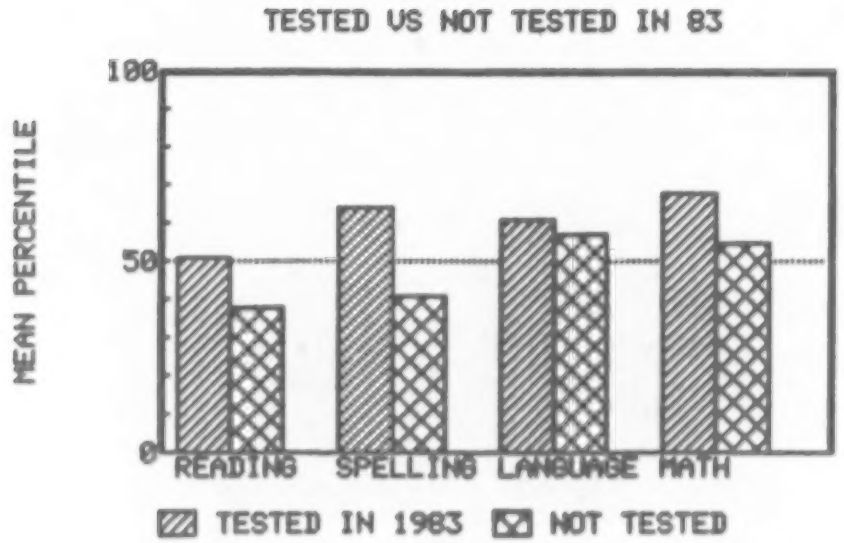
SUBTEST	STUDENTS TESTED IN 1983 AND 1984						STUDENTS NOT TESTED IN 4/1983, BUT TESTED 10/1984			ALL STUDENTS TESTED IN 1984		
	Grade 9 4/1983			Grade 11 10/1984			Grade 11 10/1984			Grade 11 10/1984		
	N	$\bar{X}_{ss}$	%-ile	N	$\bar{X}_{ss}$	%-ile	N	$\bar{X}_{ss}$	%-ile	N	$\bar{X}_{ss}$	%-ile
Vocabulary	4912	745.75	54	4912	765.79	52	1379	756.20	47	6291	763.60	51
Reading Comprehension	4959	788.18	55	4959	788.51	43	1385	777.42	34	6344	786.09	41
TOTAL READING	4796	767.40	54	4796	777.74	51	1412	767.56	38	6171	775.41	48
SPELLING	4845	733.30	53	4845	753.86	64	1368	741.96	41	6213	751.24	59
Language Mechanics	4856	733.92	58	4856	755.69	62	1407	743.09	49	6263	752.86	59
Language Expression	4834	727.28	54	4834	733.71	55	1386	725.95	46	6220	731.98	53
TOTAL LANGUAGE	4683	731.17	60	4683	745.24	61	1403	735.39	57	6086	742.97	60
Math Computation	4966	745.70	79	4966	747.88	77	1440	743.12	59	6406	746.81	73
Concepts & Applic.	4843	729.98	58	4843	735.13	56	1405	726.68	43	6248	733.23	53
TOTAL MATH	4757	738.27	73	4757	741.94	68	1422	735.60	55	6179	740.48	65

*There is a significant difference between 1984 mean Scale Scores ($\bar{X}_{ss}$) for Grade 11 students (who were also tested in 4/1983) when compared to Grade 11 students (who were not tested in 4/1983) ($p < .001$) for every subtest.

DISTRICTWIDE TEST RESULTS

FOR GRADE 11 STUDENTS - FALL 1984





APPENDIX C

CONCEPT CLUSTER ANALYSES
CTBS, FORM U, LEVEL K

Grade 11 Fall 1984
Grade 11 1983 and 1984 Graph

VOCABULARY — LEVEL K — FORM U — GRADE 11 — TEST DATE 11/84

CONTENT OBJECTIVE	CONCEPT	ITEM "p" VALUE NATIONAL	ITEM "p" VALUE LOCAL	ITEM LOCAL/NATIONAL QUOTIENT	CLUSTER "p" VALUE NATIONAL	CLUSTER "p" VALUE LOCAL	CLUSTER LOCAL/NATIONAL QUOTIENT
24 SAME MEANING	[illegible]	54	44	.81			
		50	46	.92			
		26	36	1.38			
		58	60	1.03			
		38	36	.95			
		35	38	1.09			
		55	53	.96			
		44	44	1.00			
		62	54	.87			
		57	54	.95			
		28	33	1.18			
		52	60	1.15			
		32	36	1.13			
		70	72	1.03			
		62	67	1.08			
		60	77	1.28			
		38	44	1.16			
		16	22	1.38			
		24	22	.92			
		33	26	.79			
		36	40	1.13			
					44.68	44.36	1.00
25 UNFAMIL WDS IN CONTEXT	UNFAMIL WDS IN CONTEXT	65	68	1.05			
		55	67	1.22			
		50	37	.74			
		68	53	.78			
					60.25	56.25	.93
26 MULTIMEANING WORDS	MULTIMEANING WORDS	50	40	.80			
		68	63	.93			
		48	43	.90			
		46	50	1.04			
		33	27	.82			
					49.00	44.60	.91
27 MISSING WORDS IN CONTEXT	MISSING WORDS IN CONTEXT	60	54	.90			
		51	44	.86			
		28	27	.96			
		57	58	1.02			
		65	59	.91			
		68	60	.88			
		55	49	.89			
		37	30	.81			
		32	33	1.03			
		34	43	1.26			

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VOCABULARY LEVEL K FORM U GRADE 11 TEST DATE 11/84

CONTENT OBJECTIVE	CONCEPT	ITEM "p" VALUE NATIONAL	ITEM "p" VALUE LOCAL	ITEM LOCAL/NATIONAL QUOTIENT	CLUSTER "p" VALUE NATIONAL	CLUSTER "p" VALUE LOCAL	CLUSTER LOCAL/NATIONAL QUOTIENT
					48.20	45.70	.95
28 MEANING OF AFFIXES	SUFFIX:	44	42	.95			
	SUFFIX:	51	61	1.20			
	SUFFIX:	60	58	.97			
	SUFFIX:	70	59	.84			
					56.25	55.00	.98

N = 6274

READING COMPREHENSION LEVEL K FORM U GRADE 11 TEST DATE 11/84

CONTENT OBJECTIVE	CONCEPT	ITEM "p" VALUE NATIONAL	ITEM "p" VALUE LOCAL	ITEM LOCAL/NATIONAL QUOTIENT	CLUSTER "p" VALUE NATIONAL	CLUSTER "p" VALUE LOCAL	CLUSTER LOCAL/NATIONAL QUOTIENT
30 PASSAGE DETAILS	WHAT	62	75	1.09			
	WHAT	56	57	1.03			
	WHEN	61	63	1.03			
	WHAT	44	56	1.27			
	WHAT	50	56	1.12			
	WHERE	44	45	1.02			
	WHAT	48	48	1.00			
	WHAT	52	64	1.23			
	WHERE	70	66	.94			
	WHERE	45	39	.87			
					52.00	54.10	1.04
31 CHARACTER ANALYSIS	FEELING	28	32	1.14			
	TRAIT	57	49	.86			
	TRAIT	55	49	.89			
	TRAIT	47	37	.79			
	MOTIVE	62	51	.82			
					49.80	43.60	.88
32 MAIN IDEA	AUTHOR VIEWPOINT	43	46	1.07			
	AUTHOR VIEWPOINT	58	67	1.16			
	MAIN IDEA	74	78	1.05			
	MAIN IDEA	63	63	1.00			
	MAIN IDEA	60	58	.97			
					55.60	55.60	1.00
33 GENERALIZATIONS	CONCLUSION	29	26	.90			
	CONCLUSION	57	57	1.00			
	CONCLUSION	73	73	1.00			
	CONCLUSION	28	28	1.00			
	CONCLUSION	43	43	1.00			
	CONCLUSION	71	71	1.00			
	CAUSE/EFFECT	74	74	1.00			
	CAUSE/EFFECT	63	63	1.00			
	CONCLUSION	47	49	1.04			
	CONCLUSION	81	80	.99			
	CONCLUSION	52	50	.96			
					49.55	48.82	.99
34 WRITTEN FORMS	FACT/OPINION	65	57	.88			
	FACT/OPINION	38	43	1.13			
	FABLE	47	45	.96			
	RESEARCH PAPER	31	33	1.06			
	FICTION	55	62	1.13			
					43.20	46.20	1.07

SAN DIEGO CITY SCHOOLS
BSD 515-3002.1

CLUSTER ANALYSIS REPORT
DISTRICT TOTALS

DATE 01/19/85
PAGE 92

READING COMPREHENSION — LEVEL K — FORM U — GRADE 11 — TEST DATE 11/84

CONTENT OBJECTIVE	CONCEPT	ITEM RPB VALUE NATIONAL	ITEM RPB VALUE LOCAL	ITEM LOCAL/NATIONAL EQUIVALENT	CLUSTER RPB VALUE NATIONAL	CLUSTER RPB VALUE LOCAL	CLUSTER LOCAL/NATIONAL EQUIVALENT
35 WRITING TECHNIQUES	FIGURATIVE: IMAGERY	53	50	.94			
	FIGURATIVE: [illegible]	60	49	.82			
	FIGURATIVE: IMAGERY	45	38	.84			
	FIGURATIVE: [illegible]	54	51	.94			
	FIGURATIVE: [illegible]	58	41	.71			
	FIGURATIVE: IMAGERY	81	42	.52			
	FIGURATIVE: [illegible]	64	33	.49			
	FIGURATIVE: [illegible]	58	43	.73			
	FIGURATIVE: [illegible]	58	34	.58			
		71	50	.70			
					59.89	46.44	.78

N = 6327

69

SPELLING LEVEL K FORM U GRADE 11 TEST DATE 11/84

CONTENT OBJECTIVE	CONCEPT	ITEM "p" VALUE NATIONAL	ITEM "p" VALUE LOCAL	ITEM LOCAL/NATIONAL RATIO	CLUSTER "p" VALUE NATIONAL	CLUSTER "p" VALUE LOCAL	CLUSTER LOCAL/NATIONAL RATIO
36 CONSONANTS	VARIANT LETTER	58	60	1.03			
	DOUBLE LETTER: SILENT	56	60	1.07			
	SINGLE LETTER: SILENT	52	62	1.19			
	VARIANT LETTER	59	65	1.10			
	VARIANT LETTER	48	54	1.13			
	VARIANT LETTER	47	54	1.15			
	SINGLE LETTER: SILENT	46	50	1.09			
	DOUBLE LETTER: SILENT	39	48	1.23			
					49.88	53.63	1.08
37 VOWELS	SCHWA	58	75	1.29			
	VOWEL + R	57	71	1.25			
	SCHWA	53	57	1.08			
	VOWEL COMBINATION	42	48	1.14			
	VOWEL + CONSONANT + E	52	67	1.29			
	SCHWA	51	68	1.33			
	SCHWA	47	60	1.28			
	VOWEL COMBINATION	50	60	1.20			
	IRREGULAR SPELLING	31	40	1.29			
	SCHWA	31	42	1.35			
					46.80	58.70	1.25
38 STRUCTURAL UNITS	ADD ED• CHANGE	57	69	1.21			
	[illegible]	54	67	1.24			
	ADD ES CHANGE	53	68	1.28			
	SIMILAR WORD PARTS	53	68	1.28			
	[illegible]	52	64	1.23			
	[illegible]	51	64	1.25			
	SIMILAR WORD PARTS	48	63	1.31			
	SIMILAR WORD PARTS	46	60	1.30			
	[illegible]	45	60	1.33			
	ADD ING• CHANGE	22	30	1.36			
					44.90	48.50	1.08
99 DOES NOT COUNT IN OBJ SCORE	CORRECT ITEM	57	49	.86	57.00	49.00	.86

N = 6199

LANGUAGE MECHANICS — LEVEL K — FORM U — GRADE 11 — TEST DATE 11/84

CONTENT OBJECTIVE	CONCEPT	ITEM "p" VALUE NATIONAL	ITEM "p" VALUE LOCAL	ITEM LOCAL/NATIONAL QUOTIENT	CLUSTER "p" VALUE NATIONAL	CLUSTER "p" VALUE LOCAL	CLUSTER LOCAL/NATIONAL QUOTIENT
39 CAP PRON I/NOUNS/ADJECTIVES	PROPER NAME	54	65	1.14			
		52	54	1.03			
	[illegible] NAME	52	54	1.04			
	[illegible] NAME	49	65	1.33			
					49.20	56.80	1.15
40 CAP BEGINNING WORDS/TITLES	TITLE OF MAGAZINE	57	84	1.47			
	[illegible] QUOTE	44	46	1.02			
	[illegible] QUOTE	47	50	1.06			
	TITLE OF POEM	34	70	1.30			
					51.50	63.25	1.23
41 PUNCT PRD/QSTN MK/EXCL PT/COM	COMMA: [illegible]	53	59	1.11			
	COMMA: [illegible]	52	62	1.19			
	COMMA: [illegible] ADDRESS	43	46	1.07			
	COMMA: [illegible] QUOTE	43	46	1.07			
	[illegible]	38	48	1.26			
	COMMA: [illegible]	38	39	1.03			
					45.14	51.57	1.14
43 PUNCT-COLON/SEMICOLON	COLON: LIST	38	42	1.11			
	[illegible]	24	31	1.29			
	[illegible] CONJUNCT ADV	24	16	.67			
	[illegible]	24	31	1.29			
	[illegible] CONJUNCT ADV	24	16	.67			
	[illegible]	20	20	1.00			
	[illegible]	19	19	1.00			
					31.50	29.50	.94
44 CAP AND PUNCT-EDITING SKILLS	CAP AND PUNC IN QUOTE	62	60	.97			
	[illegible] CAP	57	65	1.14			
	[illegible]	39	35	.90			
LETTER PART		28	33	1.18			
	[illegible] AND CAP	53	58	1.09			
					43.33	46.17	1.07

N = 6243

LANGUAGE EXPRESSION LEVEL K FORM U GRADE 11 TEST DATE 11/84

CONTENT OBJECTIVE	CONCEPT	ITEM "p" VALUE NATIONAL	ITEM "p" VALUE LOCAL	ITEM LOCAL/NATIONAL QUOTIENT	CLUSTER "p" VALUE NATIONAL	CLUSTER "p" VALUE LOCAL	CLUSTER LOCAL/NATIONAL QUOTIENT
46 USAGE PRONOUNS	[illegible]	[illegible]	[illegible]	[illegible]	45.40	46.80	1.03
47 USAGE-VERBS	[illegible]	[illegible]	[illegible]	[illegible]	44.00	45.50	1.03
50 USAGE-SUBJECT/VERB	[illegible]	[illegible]	[illegible]	[illegible]	48.86	29.40	.79
51 SENTENCE STRUCT-SENTENCE RECOG	[illegible]	[illegible]	[illegible]	[illegible]	48.33	54.00	1.12
52 PMA DEV-SENTENCE COMBINING	[illegible]	[illegible]	[illegible]	[illegible]	57.50	59.50	1.03
53 TOPIC SENTENCE	[illegible]	[illegible]	[illegible]	[illegible]	46.83	51.50	1.10
54 SEQUENCE	[illegible]	[illegible]	[illegible]	[illegible]			

SAN DIEGO CITY SCHOOLS
BSD 515-3c02.1

CLUSTER ANALYSIS REPORT
DISTRICT TOTALS

DATE 01/19/85
PAGE 184

LANGUAGE EXPRESSION LEVEL K FORM U GRADE 11 TEST DATE 11/84

CONTENT OBJECTIVE	CONCEPT	ITEM "p" VALUE NATIONAL	ITEM "p" VALUE LOCAL	ITEM LOCAL/NATIONAL QUOTIENT	CLUSTER "p" VALUE NATIONAL	CLUSTER "p" VALUE LOCAL	CLUSTER LOCAL/NATIONAL QUOTIENT
54 SEQUENCE	SEQUENCE OF SENTENCES	52	58	1.08	56.00	57.00	1.02
	SEQUENCE OF SENTENCES	52	58	1.08			
55 CLARITY	[illegible]	51	55	1.08	50.83	56.17	1.11
	[illegible]	51	55	1.08			
	[illegible]	49	53	1.08			
	[illegible]	49	53	1.08			
	[illegible]	49	53	1.08			
	[illegible]	45	58	1.29			
56 TYPES OF WRITING STYLE	[illegible]	43	43	1.00	58.20	56.80	.98
	[illegible]	43	43	1.00			
	[illegible]	43	43	1.00			
	[illegible]	43	43	1.00			

N = 6206

73

MATHEMATICS COMPUTATION LEVEL K FORM U GRADE 11 TEST DATE 11/84

CONTENT OBJECTIVE	CONCEPT	ITEM "p" VALUE NATIONAL	ITEM "p" VALUE LOCAL	ITEM LOCAL/NATIONAL QUOTIENT	CLUSTER "p" VALUE NATIONAL	CLUSTER "p" VALUE LOCAL	CLUSTER LOCAL/NATIONAL QUOTIENT
60 SUBTRACT DEC/FR	2 UNLIKE FR	58	71	1.22			
	MIXED NOS - DEC NOS	59	58	.98			
	MIXED NOS - DEC NOS	40	62	1.55			
		59	56	.95	54.00	61.75	1.14
69 DIVIDE DEC/FR	WHOLE NOS DIV DEC FR	45	69	1.53			
	MIXED NOS DIV FR	43	57	1.33			
	2 MIXED NOS	47	68	1.45			
		39	38	.97	43.00	52.50	1.22
65 INTEGERS	NOS - NOS	38	52	1.37			
	2 NOS FR	45	58	1.29			
	NOS FR DIV NOS FR	51	73	1.43			
		52	33	1.02	44.40	59.20	1.34
66 ALGEBRAIC EXPRESSIONS	ADD FR EXPRESS	36	48	1.34			
	EXPRESS						
	MONOMIALS						
	FR EXPRESS						
	2 MONOMIALS				39.50	48.50	1.22
67 EXPONENTS OR PER CENTS	FR CUBED + FR SQUARED	36	42	1.17			
	DEC FR CUBED + DEC FR SQUARED						
	DEC NO DIV POWER OF 10						
	MIXED NOS - DEC FR SQUARED						
	DIVIDE NOS TO POWERS	26	32	1.23	34.00	43.75	1.29
99 DOES NOT COUNT IN OBJ SCORE	MIXED NOS + DEC NOS	64	75	1.17			

SAN DIEGO CITY SCHOOLS
DSD STS-3002.1

CLUSTER ANALYSIS REPORT
DISTRICT TOTALS

DATE 01/19/85
PAGE 220

MATHEMATICS COMPUTATION LEVEL K FORM U GRADE 11 TEST DATE 11/84

CONTENT OBJECTIVE	CONCEPT	ITEM "p" VALUE NATIONAL	ITEM "p" VALUE LOCAL	ITEM LOCAL/NATIONAL BODYIENT	CLUSTER "p" VALUE NATIONAL	CLUSTER "p" VALUE LOCAL	CLUSTER LOCAL/NATIONAL BODYIENT
99 DOES NOT COUNT IN OBJ SCORE	3 MIXED FR MIXED NOS 1 FR MIXED NOS 2 FR 3 MIXED NOS	48 51 43 34	64 65 55 43	1.33 1.27 1.28 1.26	48.40	60.40	1.25

N = 6306

75

MATH CONCEPTS/APPLICATIONS LEVEL K FORM U GRADE 11 TEST DATE 11/84

CONTENT OBJECTIVE	CONCEPT	ITEM "p" VALUE NATIONAL	ITEM "p" VALUE LOCAL	ITEM LOCAL/NATIONAL BIS/TEXT	CLUSTER "p" VALUE NATIONAL	CLUSTER "p" VALUE LOCAL	CLUSTER LOCAL/NATIONAL BIS/TEXT
68 NUMERATION	SQUARE ROOT OF ALG EXPRESS	37	32	1.11			
	SCIENTIF NOT	33	40	.83			
	SCIENTIFIC NOTATION	33	40	.83			
	PLACE VALUE, DEC	28	28	1.00			
	EXPONENT	28	28	1.00			
	EVALUATE EXPONENT NOT	34	24	.71			
					30.86	41.29	1.34
69 NUMBER SENTENCES	[illegible]	42	32	1.31			
	[illegible]	42	32	1.31			
	[illegible]	42	32	1.31			
	[illegible] NO NOS LINE	42	32	1.31			
					34.80	38.88	1.14
70 NUMBER THEORY	[illegible]	35	35	1.00			
	[illegible]	35	35	1.00			
	[illegible] AND	35	35	1.00			
	[illegible]	35	35	1.00			
	[illegible]	31	25	.81			
					42.43	47.88	1.12
71 PROBLEM SOLVING	INSTALLMENT BUY	29	35	1.21			
	[illegible] COMMISSION	29	35	1.21			
	[illegible] INTEREST	29	35	1.21			
	[illegible]	29	35	1.21			
	[illegible]	29	35	1.21			
	[illegible] INSTALLMENT BUY	29	35	1.21			
	[illegible]	29	35	1.21			
	[illegible] GRAPH	29	35	1.21			
	INTEREST	34	29	.85			
					40.08	43.92	1.10
72 MEASUREMENT	VOLUME, 3-D FIGURE	37	32	1.11			
	[illegible] FIGURE	37	32	1.11			
	[illegible] DIAGRAM	37	32	1.11			
	SUPPLEMENTARY ANGLES	34	36	1.06			

SAN DIEGO CITY SCHOOLS
BSD STS-3002.1

CLUSTER ANALYSIS REPORT
DISTRICT NORMS

DATE 01/19/85
PAGE 270

MATH CONCEPTS/APPLICATIONS — LEVEL K — FORM U — GRADE 11 — TEST DATE 11/84

CONTENT OBJECTIVE	CONCEPT	ITEM % VALUE NATIONAL	ITEM % VALUE LOCAL	ITEM LOCAL/NATIONAL QUOTIENT	CLUSTER % VALUE NATIONAL	CLUSTER % VALUE LOCAL	CLUSTER LOCAL/NATIONAL QUOTIENT
72 MEASUREMENT	VOLUME, 3-D FIGURE	44	37	.80			
	AREA, IRREGULAR FIGURE	31	25	.81			
					38.29	40.29	1.05
73 GEOMETRY	SIMILAR TRIANGLES	44	47	1.07			
	COORDINATES OF MIDPOINT	43	43	1.00			
	SLOPE OF GRAPH	31	32	1.03			
	SIMILAR TRIANGLES	38	42	1.11			
	NAME COORDINATES ON GRID	38	39	1.03			
					42.20	44.20	1.05

N = 4224

CONCEPT CLUSTER ANALYSIS
HISTORICAL TREND INFORMATION
CTBS, Level K, Form U, Grade 11

Subtest/Content Objective	Fall 1983	Fall 1984	Fall 1985	Change 1983-84	Yr.	Cluster Quotient .7 .8 .9 1.0 1.1 1.2
VOCABULARY						
24. Same Meaning	1.03	1.04		+.01	83 84 85	
25. Unfamiliar Words in Context	.94	.93		-.01	83 84 85	
26. Multimeaning Words	.89	.91		+.02	83 84 85	
27. Missing Words in Context	.96	.95		-.01	83 84 85	
28. Meaning of Affixes	.97	.98		+.01	83 84 85	
READING COMPREHENSION						
30. Passage Details	1.03	1.04		+.01	83 84 85	
31. Character Analysis	.88	.88		0	83 84 85	
32. Main Idea	1.00	1.00		0	83 84 85	
33. Generalizations	.98	.99		+.01	83 84 85	
34. Written Forms	1.04	1.07		+.03	83 84 85	
35. Writing Techniques	.78	.78		0	83 84 85	

CONCEPT CLUSTER ANALYSIS
HISTORICAL TREND INFORMATION
CTBS, Level K, Form U, Grade 11

Subtest/Content Objective	Fall 1983	Fall 1984	Fall 1985	Change 1983-84	YR.	Cluster Quotient .7 .8 .9 1.0 1.1 1.2
SPELLING					83	
36. Consonants	1.06	1.08		+.02	84	
					85	
37. Vowels	1.24	1.25		+.01	83	
					84	
					85	
38. Structural Units	1.06	1.08		+.02	83	
					84	
					85	
99. Does Not Count in Objective Score	.89	.86		-.03	83	
					84	
					85	
LANGUAGE MECHANICS					83	
39. Cap-Pron I/ Nouns/Adjectives	1.11	1.15		+.04	84	
					85	
40. Cap-Beginning Word/Titles	1.17	1.23		+.06	83	
					84	
					85	
41. Punct-Prd./Qstn Mk/Excl Pt/Com	1.10	1.14		+.04	83	
					84	
					85	
43. Punct-Colon/ Semicolon	.87	.94		+.07	83	
					84	
					85	
44. Cap and Punct-Editing Skills	1.02	1.07		+.05	83	
					84	
					85	
					83	
					84	
					85	
					83	
					84	
					85	

CONCEPT CLUSTER ANALYSIS
HISTORICAL TREND INFORMATION
CTBS, Level K, Form U, Grade 11

Subtest/Content Objective	Fall 1983	Fall 1984	Fall 1985	Change 1983-84	Yr.	Cluster Quotient .7 .8 .9 1.0 1.1 1.2
LANGUAGE EXPRESSION						
46. Usage-Pronouns	1.05	1.03		-.02	83 84 85	
47. Usage-Verbs	1.02	1.03		+.01	83 84 85	
50. Usage-Subject/ Verb	.74	.74		0	83 84 85	
51. Sentence Recognition	1.08	1.12		+.04	83 84 85	
52. Paragraph Dev/ Sent Combining	1.00	1.03		+.03	83 84 85	
53. Topic Sentence	1.10	1.10		0	83 84 85	
54. Sequence	.99	1.02		+.03	83 84 85	
55. Clarity	1.09	1.11		+.02	83 84 85	
56. Types of Writing Style	.97	.98		+.01	83 84 85	
					83 84 85	
					83 84 85	

CONCEPT CLUSTER ANALYSIS
HISTORICAL TREND INFORMATION
CTBS, Level K, Form U, Grade 11

Subtest/Content Objective	Fall 1983	Fall 1984	Fall 1985	Change 1983-84	YR.	Cluster Quotient .8 .9 1.0 1.1 1.2 1.3
MATH COMPUTATION					83	
60. Subtract Decimals/Fractions	1.11	1.14		+.03	84	
					85	
64. Divide Decimals/ Fractions	1.17	1.22		+.05	83 84 85	
65. Integers	1.17	1.24		+.07	83 84 85	
66. Algebraic Expressions	1.15	1.22		+.07	83 84 85	
67. Exponents or Per Cents	1.19	1.29		+.10	83 84 85	
99. Does Not Count in Objective Score	1.22	1.25		+.03	83 84 85	
					83 84 85	
					83 84 85	
					83 84 85	
					83 84 85	
					83 84 85	

CONCEPT CLUSTER ANALYSIS
HISTORICAL TREND INFORMATION
CTBS, Level K, Form U, Grade 11

Subtest/Content Objective	Fall 1983	Fall 1984	Fall 1985	Change 1983-84	Yr.	Cluster Quotient .7 .8 .9 1.0 1.1 1.2
MATH CONCEPTS/APPL						
68. Numeration	1.00	1.06		+.06	83 84 85	
69. Number Sentences	1.14	1.14		0	83 84 85	
70. Number Theory	1.08	1.12		+.04	83 84 85	
71. Problem Solving	1.07	1.10		+.03	83 84 85	
72. Measurement	1.01	1.05		+.04	83 84 85	
73. Geometry	1.04	1.05		+.01	83 84 85	
					83 84 85	
					83 84 85	
					83 84 85	
					83 84 85	
					83 84 85	

APPENDIX D

GRAPHIC DISPLAY OF STUDENT PROGRESS
COURT IDENTIFIED MINORITY ISOLATED SCHOOLS

Fall 1984 Grade 11

ACHIEVEMENT TESTS RESULTS FOR MINORITY-ISOLATED AND NON-MINORITY ISOLATED SCHOOLS

PERCENT OF STUDENTS AT OR ABOVE THE NATIONAL NORM

DISTRICTWIDE TESTING - GRADE 11

CONTENT AREA / GROUP	FORM S DATA						FORM U DATA					
	GRADE 11 FALL 1979			GRADE 11 FALL 1984			GRADE 11 FALL 1979			GRADE 11 FALL 1984		
	N	N≥MDp	%≥MDp	N	N≥MDp	%≥MDp	N	N≥MDp	%≥MDp	N	N≥MDp	%≥MDp
READING												
MI Schools	548	197	35.9	490	178	36.3	548	175	31.9	490	157	32.0
NON-MI Schools	5644	3923	69.5	5553	3237	58.3	5644	3652	64.7	5553	2954	53.2
Combined	6192	4120	66.5	6043	3415	56.5	6192	3827	61.8	6043	3111	51.5
LANGUAGE												
MI Schools	533	190	35.6	477	243	50.9	533	190	35.6	477	238	49.9
NON-MI Schools	5534	3470	62.7	5484	3373	61.5	5534	3470	62.7	5484	3504	63.9
Combined	6067	3660	60.3	5961	3616	60.7	6067	3660	60.3	5961	3742	62.8
MATHEMATICS												
MI Schools	535	208	38.8	493	305	61.9	535	187	34.9	493	305	61.9
NON-MI Schools	5483	3712	67.7	5573	3946	70.8	5483	3542	64.6	5573	3946	70.8
Combined	6018	3920	65.1	6066	3251	53.6	6018	3729	62.0	6066	3251	53.6

"N" NUMBER OF PUPILS

"N≥MDp" NUMBER OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S NORM.

"%≥MDp" PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S NORM.

"MI SCHOOLS" ARE THE COURT-IDENTIFIED MINORITY ISOLATED SCHOOLS.

"NON-MI SCHOOLS" ARE ALL SCHOOLS OTHER THAN MI SCHOOLS.

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

DISTRICTWIDE TESTING - GRADE 11

FORM S DATA

CONTENT AREA / DATA		MI	NON-MI	MI	NON-MI
READING	N	548	5644	490	5553
	%	35.9	69.5	36.3	58.3
LANGUAGE	N	533	5534	477	5484
	%	35.6	62.7	50.9	65.1
MATH	N	535	5483	493	5573
	%	38.8	67.7	61.9	70.8
		1979-80		1984-85	

FORM U DATA

CONTENT AREA / DATA		MI	NON-MI	MI	NON-MI
READING	N	548	5644	490	5553
	%	31.9	64.7	32.0	53.2
LANGUAGE	N	533	5534	477	5484
	%	35.6	62.7	49.9	63.9
MATH	N	535	5483	493	5573
	%	34.9	64.6	61.9	70.8
		1979-80		1984-85	

N = NUMBER OF STUDENTS

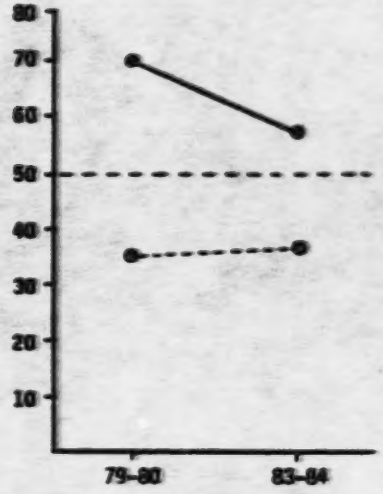
% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

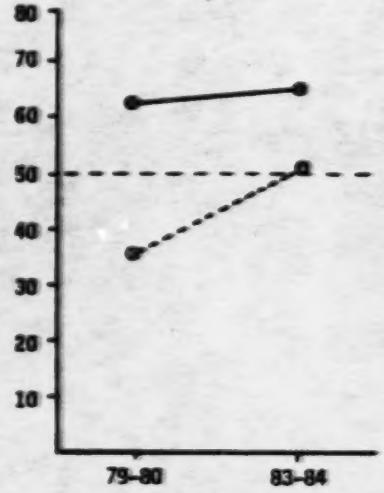
NON-MINORITY ISOLATED SCHOOLS

MINORITY ISOLATED SCHOOLS

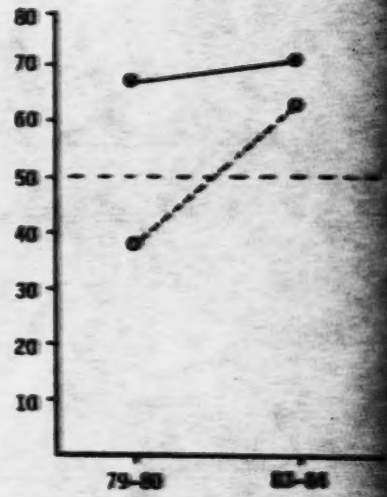
READING



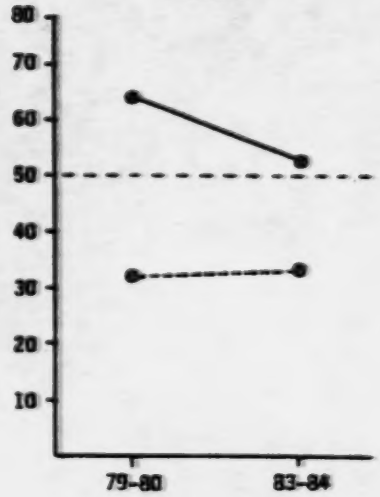
LANGUAGE



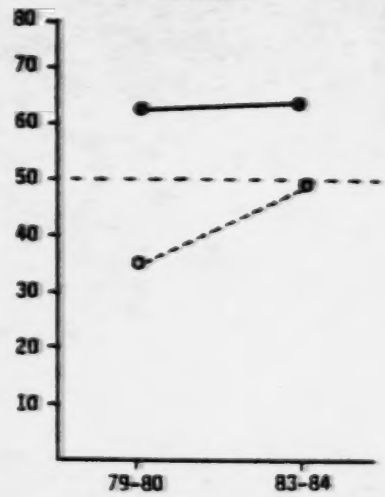
MATH



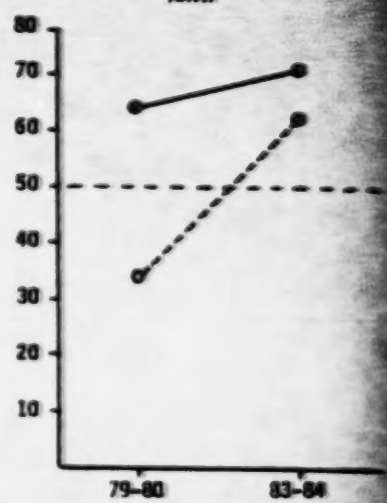
READING



LANGUAGE



MATH



APPENDIX E

REPORT TO THE BOARD OF EDUCATION
June 1, 1982

AN ANALYSIS OF THE PUBLISHER'S EQUATING STUDY OF CTBS, FORMS S AND U

AND

TABLES FOR EQUATING

CTBS, FORM S, LEVEL 4 WITH CTBS, FORM U, LEVEL K

SAN DIEGO CITY SCHOOLS
Evaluation Services Office

I9

EQUATING FORMS S AND U OF THE COMPREHENSIVE TESTS OF BASIC SKILLS INFORMAL COMMENTS

June 1, 1982

INTRODUCTION

The scores on norm-referenced tests (e.g., percentiles, grade equivalents, etc.) theoretically would remain the same over the years and from one test to another if three conditions prevailed: (1) the content of all such tests never varied; (2) the sampling procedures to insure an equivalent and representative cross section of students nationwide (norm group) never varied; and (3) student achievement from one year to another never varied.

BUT the real world and the theoretical world of test makers are seldom congruent. The facts are:

- *Tests Change* -- including the items/concepts tested, general curriculum emphasis, the format of tests and the test administration process.
- *Representative Normative Samples are Difficult to Obtain* -- both in terms of voluntary participation and in terms of statistical accuracy.
- *Nationally, Student Achievement Levels in the Basic Skills Areas Change Over the Years.*

INDICATIONS OF DIFFERENCES BETWEEN CTBS, FORMS S AND U

A two page paper from CTB/McGraw-Hill is attached which addresses the third point above. Paraphrasing, it says a student who has been administered both Form S and Form U of the CTBS will obtain percentile scores on Form U which are lower than the student's Form S percentile scores (for equivalent performance). The paper indicates that these *apparent* lower scores are "...because the average levels of achievement in the nation's schools have gone up and students taking the new test are being compared with a higher level of performance...".

Besides the likelihood of increased achievement nationwide, it is important to realize that there are other reasons for percentile-score declines. As mentioned earlier, the emphasis of textbooks and curriculum guides may have changed considerably since 1972-73, when Form S was normed.

One of the most critical factors to consider when comparing norms between two tests is the equivalence of the two norming populations. If either of the two groups is not truly representative of national achievement, then comparing the norms from one test to the other will provide erroneous apparent shifts in achievement. Scores may look like they are increasing or decreasing dependent upon the lack of comparability of the two norms groups. Obviously, the problem is compounded if one moves from a test which may have "soft norms" to a test which has "hard norms", or visa versa.

The "national average", therefore, is a theoretical concept which varies depending upon test content, the norming population and achievement nationwide. In the case of moving from CTBS, Form S (1973) to Form U (1981), the publisher has conducted an equating study in which a fairly large sample of students in the norm group (1400 to 1800 per grade level), took both forms of the test--thereby permitting comparison of the old and new norms. CTB/McGraw-Hill has provided districts equivalency tables for Forms S and U norms based on their study.

The sample tables provided on the following pages were calculated from the equating data provided by CTB/McGraw-Hill. Figures are provided to graphically illustrate the difference in percentile scores for students in the equating study. No San Diego students' scores are in the study. No San Diego student data for CTBS, Form U have been generated by our Data Systems Department as of this date.

Informal discussions with test directors of other districts which have changed from CTBS, Form S to Form U further support the "harder norms" conclusion evidenced by the data which follow.

GJB:nn

5/28/82

ctbs U and V

Comprehensive Tests of Basic Skills, Forms U and V © 1981

CTB/McGRAW-HILL • DEL MONTE RESEARCH PARK • MONTEREY, CA 93940 • (408) 649-8400

CHANGES IN TEST SCORES ASSOCIATED WITH CHANGES IN TESTS

When a school system changes from an earlier to a more recent edition of a standardized achievement test, average scores may appear to rise or fall dramatically. "Lower" scores can be a source of undue consternation and dismay if the true cause of the decline in scores is not understood. Similarly, "higher" scores can result in unwarranted rejoicing. This paper is designed to help those involved with, or interested in, the school testing program to understand the phenomenon of changing scores associated with a change in tests.

For example, it should be clearly understood that a reduction in test scores associated with a change in tests does not mean that the students in the system are suddenly achieving at lower levels. What it does mean is that the new test is reflecting changes that have occurred in the nation's schools since the earlier edition was developed and standardized, or "normed." The more recent test is "harder," that is, it yields lower scores because average levels of achievement in the nation's schools have gone up and students taking the new test are being compared with a higher level of performance than that with which they were being compared on the earlier test. Thus, scores on the new test will be "lower" than on the old test even if the actual levels of achievement of students in the local school system have improved at the same rate as, or even at a somewhat greater rate than, the national population.

The only alternative to this understandably uncomfortable reduction in scores associated with a change in tests is to continue using a test that may be outdated in terms of contents as well as of norms. School personnel, students, parents, board members, and the interested public all want their schools to use the tests that are the best available, that measure what is now being taught, and that compare students with their contemporaries, not with students of eight or more years ago.

Most major test publishers perform "equating studies" as a means of comparing the norms of the new edition of a test with those of the previous edition. Such a study was conducted by CTB/McGraw-Hill, comparing the norms of CTBS U (1981) with those of CTBS S (1973). This comparison indicates that an appreciable improvement in the national performance level in the basic skills has taken place during the eight years from 1973 to 1981. The improvement occurs throughout Grades 1 to 9, but is most pronounced in Grades 1 to 3.

-continued-

This pattern is consistent with the changes observed in comparing the California Achievement Tests norms from 1977 with those obtained in 1970. It is also consistent with the findings of other studies, such as that done by the National Assessment of Educational Progress.

These eight-year gains typically run about a quarter of a standard deviation, or about five Normal Curve Equivalent (NCE) points. Near the median, this would amount to about ten percentile points. The specific change varies by grade and by subtest.

A consequence of this national gain in performance is that the CTBS U norms are "harder" than those for CTBS S, i.e., a district switching from S to U would experience an apparent drop in performance. It is essential to realize that this drop is apparent, not real, and results from a sudden, one-time adjustment reflecting eight years of gradual change. The CTBS S to U equating tables can be used to find out whether there has been an actual change in performance. To ascertain whether a district has kept pace with the national gains, it is necessary to compare the 1981 results from CTBS U with the district's 1973 results from Form S.

George Burket, Ph.D.
Director of Statistical Analysis & Research

John T. Stewart
Sr. Product Manager
(408) 649-7728

EQUIVALENT PERCENTILE VALUES
FOR THE COMPREHENSIVE TESTS OF BASIC SKILLS
FORM U VS FORM S GRADE 11 TOTAL READING

FORM S %-ILES	FORM U %-ILES
99	99
98	98
97	97
96	96
95	94
94	93
93	92
92	91
91	91
90	91
89	90
88	89
87	88
86	87
85	87
84	85
83	84
82	82
81	81
80	80
79	80
78	79
77	78
76	77
75	76
74	75
73	75
72	73
71	72
70	70
69	69
68	68
67	67
66	66
65	63
64	61
63	60
62	60
61	59
60	57
59	56
58	55
57	54
56	53
55	52
54	50
53	49
52	47
51	46
50	45

FORM S %-ILES	FORM U %-ILES
49	44
48	43
47	41
46	40
45	40
44	38
43	37
42	35
41	34
40	34
39	33
38	32
37	31
36	30
35	29
34	28
33	27
32	25
31	24
30	24
29	23
28	22
27	20
26	20
25	19
24	19
23	18
22	16
21	15
20	15
19	14
18	13
17	12
16	11
15	10
14	9
13	9
12	8
11	8
10	6
9	6
8	5
7	4
6	3
5	3
4	2
3	1
2	1
1	1

EQUIVALENT PERCENTILE VALUES
FOR THE COMPREHENSIVE TESTS OF BASIC SKILLS
FORM U VS FORM S GRADE 11 TOTAL LANGUAGE

FORM S %-ILES	FORM U %-ILES
99	99
98	98
97	97
96	97
95	96
94	95
93	93
92	93
91	91
90	90
89	89
88	88
87	87
86	86
85	85
84	84
83	83
82	83
81	82
80	81
79	80
78	80
77	80
76	78
75	77
74	76
73	76
72	74
71	73
70	72
69	71
68	71
67	70
66	68
65	68
64	67
63	66
62	65
61	62
60	61
59	61
58	60
57	60
56	59
55	57
54	55
53	52
52	51
51	50
50	49

FORM S %-ILES	FORM U %-ILES
49	48
48	45
47	44
46	43
45	43
44	42
43	41
42	40
41	38
40	37
39	35
38	34
37	34
36	33
35	32
34	31
33	30
32	29
31	27
30	27
29	25
28	24
27	24
26	23
25	22
24	21
23	20
22	18
21	17
20	16
19	14
18	14
17	13
16	12
15	11
14	11
13	9
12	9
11	9
10	7
9	6
8	5
7	4
6	3
5	3
4	2
3	1
2	1
1	1

EQUIVALENT PERCENTILE VALUES

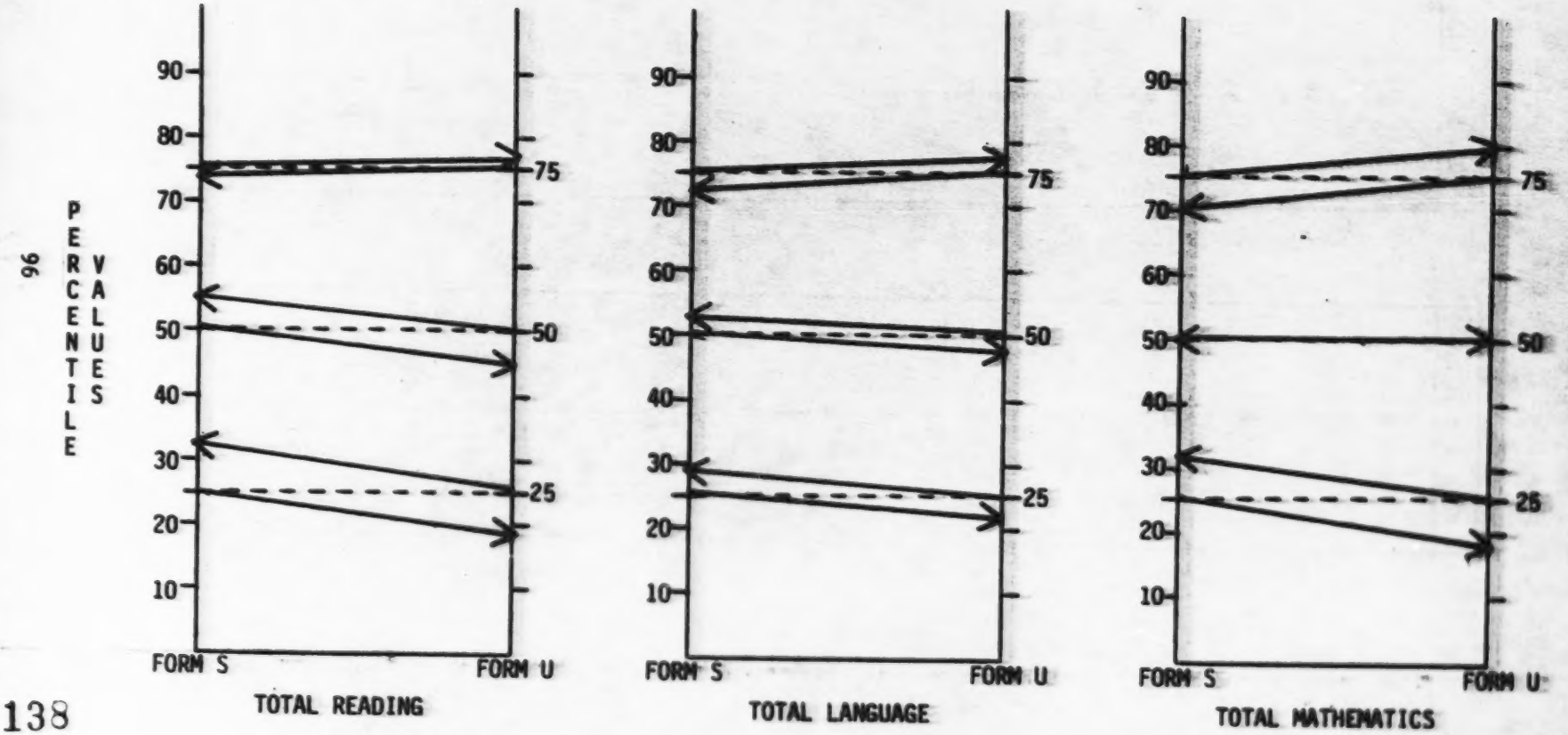
FOR THE COMPREHENSIVE TESTS OF BASIC SKILLS

FORM U VS FORM S GRADE 11 TOTAL MATH

FORM S %-ILES	FORM U %-ILES
99	99
98	99
97	99
96	99
95	98
94	97
93	94
92	93
91	92
90	92
89	91
88	89
87	89
86	88
85	88
84	87
83	86
82	86
81	85
80	84
79	83
78	83
77	81
76	81
75	80
74	79
73	78
72	77
71	76
70	76
69	74
68	74
67	73
66	71
65	70
64	68
63	67
62	66
61	65
60	65
59	63
58	60
57	60
56	58
55	56
54	56
53	55
52	54
51	51
50	50

FORM S %-ILES	FORM U %-ILES
49	48
48	45
47	45
46	43
45	41
44	41
43	39
42	39
41	37
40	34
39	33
38	32
37	32
36	30
35	28
34	27
33	27
32	26
31	24
30	22
29	22
28	21
27	19
26	19
25	18
24	18
23	17
22	15
21	15
20	14
19	13
18	13
17	12
16	11
15	11
14	10
13	9
12	9
11	8
10	7
9	6
8	5
7	4
6	3
5	3
4	2
3	1
2	1
1	1

GRAPHIC DISPLAYS OF EQUIVALENT TEST ACHIEVEMENT
OF STUDENTS WHO WERE ADMINISTERED BOTH
FORM S AND FORM U OF THE CTBS*
SAMPLE QUARTILE DATA

GRADE 11 - FALL

FORM S, LEVEL VS. FORM U, LEVEL